DOCUMENT RESUME

ED 249 142 SO 015 919

TITLE	A Study of Selected Eighth Grade United States History Textbooks. 1982-83 Michigan Social Studies Textbook Study. Volume I. Overview, Summary of Findings, Appendices.
INSTITUTION	Michigan State Board of Education, Lansing.
PUB DATE	84
NOTE	466p.; For volumes II and III, see SO 015 920-921.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	Bilingual Students; Check Lists; Cultural Pluralism; Disabilities; Ethnic Bias; Evaluation Criteria; Foreign Countries; Gifted; Global Approach; Grade 8; Junior High Schools; Racial Bias; Readability; Sex Bias; *Social Studies; Textbook Bias; Textbook Content; *Textbook Evaluation; *United States History

ABSTRACT

This volume describes a study of 10 frequently used eighth grade U. S. history textbooks which were examined to determine the extent to which they reflected pluralism in the United States, promoted the concept of global interdependence, and were educationally sound. The ten texts examined were: "American History for Today" (Ginn), "America: Its People and Values" (Harcourt), "We the People: A History of the United States" (D.C. Heath), "The American Way" (Holt), "This is America's Story" (Houghton Mifflin), "Two Centuries of Progress--United States History" (Laidlaw), "The Free and the Brave: The Story of the American People" (Rand McNally), "American Adventures" (Scholastic), "America! America!" (Scott, Foresman), and "Let Freedom Ring" (Silver Burdett). Major findings include the following: (1) publishers have continued their attempts to develop materials which accurately portray pluralism; (2) while none of the textbooks were adequate in all respects and categories, the treatment of blacks and of sex equity was significantly better than results found in earlier studies; (3) in regard to the treatment of American Indians, Hispanics, the handicapped, and bilingual students, a large number of deficiencies were identified; (4) the international aspects of our history and our contemporary society are grossly underrepresented, with references to other nations and cultures being weak and frequently distorted, and (5) in terms of educational soundness, scholarship, and readability, comments and ratings were, in general, favorable. Appendices include a series of evaluation criteria checklists, guidelines for reviewers, and a bibliography on textbook evaluation. (LH)

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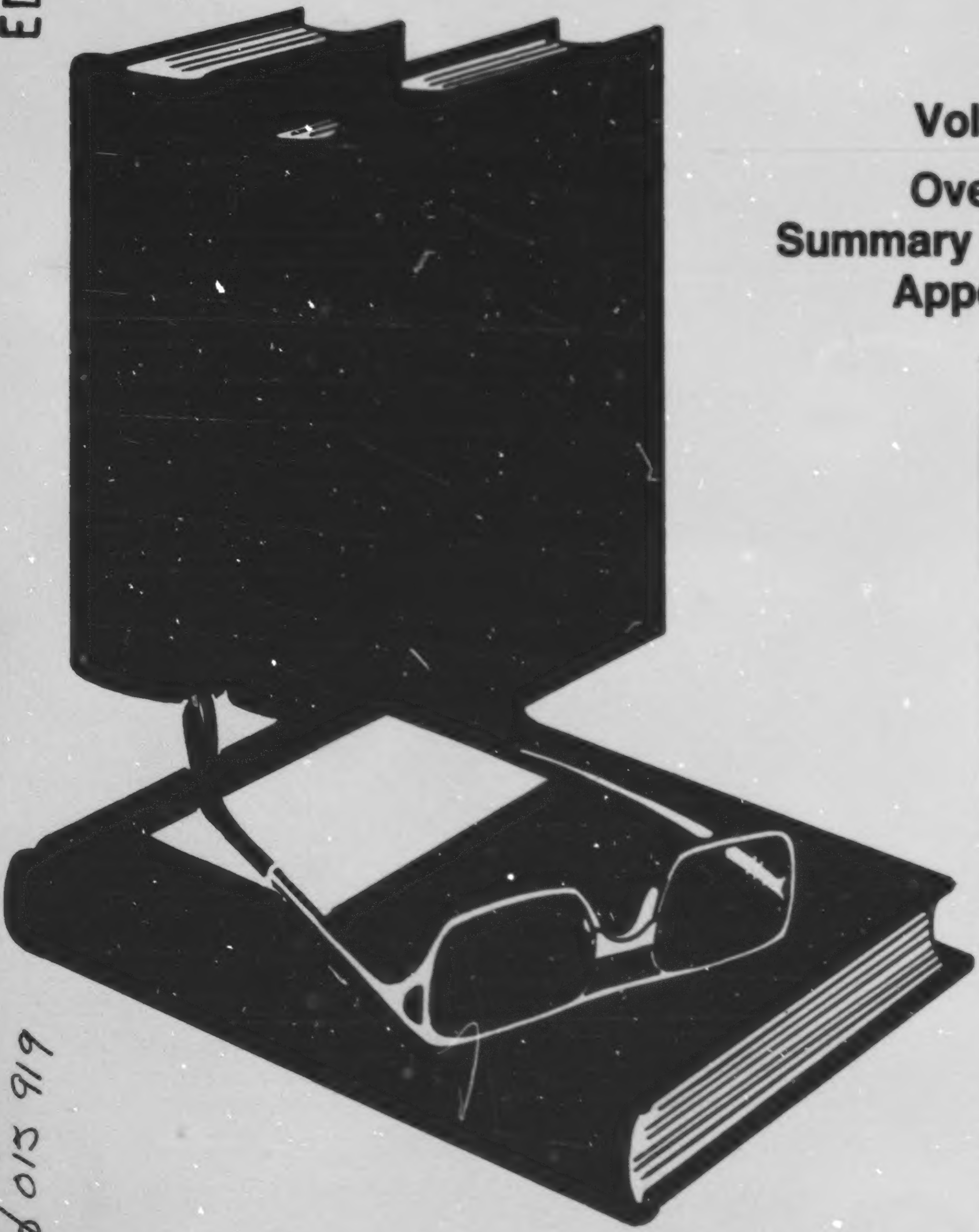
1982-83 MICHIGAN SOCIAL STUDIES TEXTBOOK STUDY:

A STUDY OF SELECTED EIGHTH GRADE UNITED STATES HISTORY TEXTBOOKS



Volume I

Overview, Summary of Findings, Appendices

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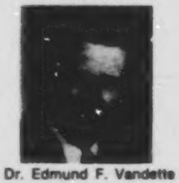
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ABSTRACT

Ten eighth grade United States history books were examined to determine the extent to which they reflected the pluralistic nature of the United States; promoted the concept of global interdependence; and, were educationally sound. A group of independent reviewers was asked to review and rate the textbooks according to criteria approved by a Michigan Department of Education social studies textbook review steering committee.

A descriptive report of the study was prepared by Michigan Department of Education staff in two volumes. Volume I includes a Description of the Study; Summary of Findings and Recommendations by Individual Reviewers; Editorial Commentary; and, Appendices.

Volume II includes the checklists which were completed by reviewers. Complete copies of Volumes I and II are available in all Michigan intermediate school district offices, regional educational media centers, the State of Michigan Library and through ERIC. (Both volumes are also available on micro fiche at the same locations.)

The major findings of the study are:

1) consistent with what was noted in previous Michigan Department of Education studies, the publishers of the materials reviewed have continued their attempts, with varying degrees of success, to develop instructional materials which accurately portray the pluralistic nature of our society;

2) none of the textbooks examined in this study were adequate in all respects and categories in regard to omissions, stereotypes, distortions and bias; however, it was good to note that one of the textbooks received the highest possible positive rating by nine out of a possible seventeen reviewers, the treatment of Blacks in all ten books was significantly better than results found in earlier studies; and, six of the ten books reviewed received high marks in regard to sex equity;

3) in regard to the treatment of American Indians, Hispanics, the handicapped and bilingual education students, a large number of deficiencies were identified by the reviewers;

4) all of the reviewers who paid particular attention to the global/international aspects of the textbooks agreed that the international aspects of our history and our contemporary society are grossly underrepresented, references to other peoples and nations of the world are weak and frequently present distorted views of those cultures . . . and portray the peoples of Africa, Asia and elsewhere as passive rather than active participants in history; and,

5) in terms of educational soundness, scholarship and readability, the comments and ratings of reviewers responsible for those areas were, in general, positive in nature; however, the reviewers made very definite recommendations for improvement.

FOREWORD

The 1982-83 Study of Selected Eighth Grade United States History Textbooks was conducted in accordance with Section 1173 of The School Code of 1976. Preliminary work on the project began in the fall of 1980. The survey, to determine which textbooks to review, was conducted in the spring of 1981; the reviewers completed their work by September 1981; a completed draft of the report was presented to the State Board of Education in January 1984 for its consideration; and, initial printing of the report is being distributed in April 1984.

This year's report includes an Introduction, Description of the Study, Individual Reviewers Findings and Recommendations, Discussion of Results, Individual Reviewers Completed Evaluation Criteria Checklists and Appendices. Those interested in 1) the general progress being made by publishers in regard to the development of eighth grade United States history textbooks which are bias free, and 2) the degree to which appropriate school officials are selecting materials which accurately and positively portray the pluralistic, interdependent and global nature of our society will be particularly interested in this report.

It is good to discover in the results that, in regard to the Blacks and sex equity categories, which were included in the study, all of the books reviewed contained evidence to support the conclusion that progress is being made by publishers in providing textbooks that accurately and positively portray these two groups. At the same time, some of the findings are cause for concern. There is a need for much improvement in regard to significant deficiencies found in relation to categories such as the American Indians and Hispanics. In particular, this study documents the need for publishers to provide instructional materials which reflect the pluralistic and interdependent nature of our world.

We have been fortunate in having the services of some outstanding educators who participated in the study. I wish to express my thanks and appreciation to the members of the Michigan Department of Education steering committee, the reviewers and others who assisted in this project.

Phillip E. Runkel
Superintendent of
Public Instruction

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INTRODUCTION

This report on the 1982-83 Michigan Study of Selected Eighth Grade United States History Textbooks has been prepared in accordance with Section 1173 of the Michigan General School Laws of 1976. (Appendix A) There are also State Board of Education policy and position statements and guidelines which serve as a basis for the conducting of studies to determine the degree to which social studies instructional materials used in Michigan schools accurately and positively portray our pluralistic society, promote the concept of global interdependence and are educationally sound. (Michigan State Board of Education Policy and Position Statements on Multicultural Education, Michigan Department of Education Guidelines for Global Education, The Common Goals of Michigan Education, and The Essential Performance Objectives for Social Studies)

The major focus of the 1982-83 study was on eighth grade United States history books and, as was true in 1978-79 study, the scope of the review encompassed the following categories: Blacks, American Indians, Women, Hispanics, Bilingual, Gifted and Talented, Handicapped, other areas of the world (Africa, East Europe, Middle East, Asia, Latin America and Canada), the educational soundness of the materials and scholarship.

The current study is the tenth one to be conducted since the enactment of the textbook law in 1966. A historical review of the studies was included in the 1978-79 report which is available for review in the Department, at all intermediate school district offices and in ERIC.

It is intended that copies of this report will be distributed to all school districts within Michigan and that appropriate inservice education regional workshops which focus on the findings and recommendations will be conducted.

Description of the 1982-83 Michigan Study of Selected Eighth Grade United States History Textbooks

Preliminary work on the 1982-83 Social Studies Textbook Study began in the Fall of 1980. The social studies textbook steering committee met to review and comment on a proposed course of action for conducting the study. The committee, composed of individuals from various units within the Department (Appendix I), was specifically charged with the following major responsibilities:

1. To review and comment on the proposed plan of action for conducting the tenth social studies textbook study;
2. To recommend/participate in approval of criteria for use by reviewers to evaluate textbooks;
3. To recommend individuals with expertise and experience in evaluating instructional materials who could serve as reviewers;
4. To review drafts and final reports from reviewers (committee members were to be responsible for matters related to their area of professional responsibility and expertise e.g., race equity, sex equity, bilingual);
5. To prepare a brief editorial commentary report based on their review of the findings and recommendations of particular reviewers;
6. To participate in the planning and conducting of regional dissemation workshops which would focus on the findings and recommendations of the project; and,
7. To assist in the evaluation of the project.

Consistent with procedures for conducting previous Michigan textbook studies the committee met on several occasions in the 1980-81 and 1981-82 school years and:

1. Agreed with the recommendations of the social studies specialist to focus on eighth grade United States history books; (see Appendix H)

2. Agreed to proceed, as in earlier studies, to conduct a random sample survey of school districts to determine what eighth grade history books were currently being used in Michigan Schools;
3. Agreed to the same categories for review as were included in the 1978-79 study, i.e., Blacks, American Indians, Sex Equity, Hispanics, Bilingual, Gifted and Talented, Handicapped, Educational Soundness, Scholarship, Readability and other areas of the world; (Appendix F, pp. 427)
4. Approved the criteria checklists which were recommended; (Appendix B)
5. Provided the social studies specialist with recommendations of people who might serve as reviewers; (Appendix J)
6. Based on the results of the random sample survey, identified ten publishers whose materials would be reviewed; and, (Appendix F, pp. 429)
7. Per their earlier agreement, reviewed particular reports and checklists from reviewers and prepared an editorial commentary report (pp. 353-383)

Determining What Eighth Grade United States History Textbooks Are Used in Michigan Schools

A primary sample and an alternate sample of equal size was selected in a stratified systematic manner to reflect the various geographic areas as well as community types (urban, fringes, suburban and rural) in Michigan. A letter was sent to the principal of each school included in the sample requesting information as to what social studies textbooks were being used in grades 7-8. (Appendix D) Responses were received from all schools in the sample.

(Unlike what was the case in studies which preceded the 1978-79 study, the 1982-83 steering committee agreed with the position taken by the 1978-79 committee in regard to categories reviewed. In regard to cultural/racial/ethnic groups such as Blacks, Hispanics and Asian Americans, it was thought that a fair analysis of the textbooks would be one which considered the "national origin" history/heritage of those groups.)

Textbooks Reviewed

Letters were sent to ten of the publishers whose materials were frequently used, based on the results of the survey, informing them of the project and requesting that they forward sufficient copies of their eighth grade United States history textbooks to the Department for review. (Appendix F)

One point of concern expressed by some in regard to previous Michigan studies, and the same concern might be perceived to be true of the 1982-83 study, has to do with the delay between when the survey is conducted and the report is printed and distributed. By the time the reports are distributed, many of the books included in the survey have been replaced by newer editions. Moreover, it usually takes five or more years to develop and market textbooks. Hence, the results are thought by some to be either invalid or of little use.

While efforts are, and will continue to be made in the future, to review the most current books, the problem is not one that is likely to disappear. Moreover, when one reviews the results of the ten studies which have been conducted, it becomes obvious to even the most innocent of readers that publishers and educators can consider the findings and recommendations in regard to a particular edition as they develop and/or select newer instructional materials.

A second point to consider is that in the surveys conducted prior to each review to determine which social studies textbooks are currently in use within Michigan schools, information collected shows that the copyright dates for textbooks in use in some school districts extends back to the 50's and 60's. It is not uncommon to find a ten year span of time between the purchase of a series for use and its replacement. This is, of course, an undesirable state of affairs; nevertheless, it is a reality.

Categories for Review

The treatment of Blacks and minorities in rather general terms highlighted the first eight Michigan studies (1968-1977). In 1978, the number of categories was increased based on State Board of Education approved policy and position statements and guidelines on multicultural education and global education (Appendix A). The decision to include the 1978 categories in the 1982-83 study was seen by the committee to be a strong positive statement on behalf of the concepts of cultural pluralism and global interdependence.

Reviewers

Committee members were asked to recommend individuals to serve as reviewers who because of their specialized knowledge, expertise and professional experience, would undoubtedly do a good job. Efforts were made to include as reviewers highly professional and competent individuals who were themselves members of various racial/cultural groups.

Special consideration was also given to the task of involving as reviewers representatives from institutions of higher education and local school districts. In the case of the University of Michigan-Dearborn graduate students (Appendix C), the intent was to involve individuals with varying years of teaching experience at various grade levels in the project. It was hoped that by adding this component it would strengthen the project (teacher involvement) and provide information about training teachers to evaluate instructional materials which could be used in the later regional dissemination workshops.

Initially, letters were sent to those individuals recommended by the steering committee to serve as reviewers inviting them to participate in the project.

A meeting of those who responded favorably to the invitation and were located in the central area of Michigan was held in Lansing and materials to be reviewed along with instructions for reviewing the materials were distributed. (Appendix F) Procedures for the reviewers to follow were discussed. Materials and instructions were mailed to those unable to attend the Lansing meeting and the social studies specialist spoke with each by telephone one or more times to clarify the directions and answer questions.

To summarize, the reviewers were directed to review and evaluate the textbooks to determine:

1. The degree to which they accurately and positively reflect our pluralistic and multicultural society -
    a. Blacks
    b. American Indians
    c. Hispanics
    d. Women
    e. Handicapped

2. The degree to which they accurately and positively portray people from other areas of the world and the concept of global interdependence -
    a. Africa
    b. East Europe
    c. (The) Middle East
    d. Asia
    e. Latin America
    f. Canada
3. The degree to which the materials are adequate for the needs of bilingual and gifted students.
4. The degree to which the materials are educationally sound, reflect a high quality of scholarship and are appropriate for eighth grade students in terms of readability and writing style.

The overall task of the reviewers was:

1. To review and evaluate ten frequently used eighth grade United States history textbooks;
2. To rate the textbooks according to designated criteria (Appendix B); and,
3. To provide the department with: a) a narrative report of findings and recommendations and b) a set of completed checklists. (Volume II of this report)

Preparation of Final Report

The social studies specialist received the reports from individual reviewers and distributed appropriate copies to steering committee members. Commentary reports were prepared by committee members. The initial complete draft document/report, consisting of two volumes, was prepared and: 1) reviewed by the steering committee, and 2) presented to the State Board of Education for its consideration.

John M. Chapman
Social Studies Specialist
Michigan Department of
Education

PART II

INTRODUCTION

PART II OF VOLUME I INCLUDES, IN ADDITION TO THE INTRODUCTION,

FINDINGS AND RECOMMENDATIONS
BY INDIVIDUAL REVIEWERS

EDITORIAL COMMENTARY

A SUMMARY OF FINDINGS
AND CONCLUSIONS AND SUGGESTIONS

Reviewer #1

American History for Today

Ginn and Company

American History for Today contains a comprehensive description of Blacks and the history of the United States. The authors have managed to describe Blacks throughout the textbook as well as in special sections which provide detailed information about persons and events.

The authors have included excellent descriptions of African Empires, Blacks in Europe prior to the exploration of the Americas, Black explorers, and Blacks in the colonies. Included in the textbook is extensive review of the role of Blacks in each war; the Revolutionary, Spanish American, World Wars I and II, the Korean and Vietnamese

The relationship between Blacks and Native Americans is shown (pgs. 54, 264, and 303).

On page 35 there is an exceptional description of why Black indentured servants became slaves. The textbook chronicles the changing conditions of slavery through emancipation and also describes slave revolts and resistance. The authors describe how the factor of color along with slavery perpetuates racism.

Among the textbook's many strengths are the numerous pictures of Blacks in various roles. The reviewer does suggest that future editions of the textbook include additional pictures of Black families.

Black colleges are described, as well as the movement of Blacks to Northern and Western cities. An excellent description of African "immigrants" appears along with the description of immigration to the United States (pg. 327). This section reminds readers that despite the conditions of their arrival, Blacks immigrated to the United States, bringing with them their literature, art, music and dance.

This reviewer was impressed by the consistency of the inclusion of Blacks throughout the textbook. The reader was never left wondering what impact a particular event had on Black people.

The textbook portrays contrasting opinions and life styles. In addition to the "popular" Blacks in United States history (e.g. Booker T. Washington, Crispus Attucks, Banneker, Tubman, etc.) the textbook contained descriptions of Estevanico, Beckwourth, Grandville Woods, Rillieux, Carver, the "Black Brain Trust", Benjamin O. Davis, Sr. and Benjamin Davis, Jr., Ralph Bunche, James Meredith, Thurgood Marshall and Mayor Tom Bradley.

The textbook contains an outstanding description of the Civil Rights Movement (pgs. 521-38).

American History for Today is an extraordinarily well prepared textbook. Blacks in America are described in great detail. The text includes candid and sophisticated discussion of Black Americans and United States history. The authors show reoccurring problems in history as well as the progress made toward finding solutions.

This textbook is a good model of a comprehensive and well integrated textbook.

Reviewer #1

America: Its People and Values

This textbook contains a number of excellent descriptions of Black Americans in the history of the United States. The textbook seems to focus on personalities, as the title implies; this focus may be part of the reason that the reviewer was unable to obtain a consistent view of the interaction of the history of Black Americans and the history of the nation as a whole.

Among Black personalities described in the early chapters are McJunkins, (pg. 4) Pedro Alonso Niño (pg. 22) and Estévanico. On page 107, the textbook describes Arab slave traders and leaves the impression that only the Arabs were slave traders who supplied the Europeans who transported slaves to the United States.

The textbook includes good sections about Phyllis Wheatly (pg. 144), Blacks in the Revolution, Benjamin Banneker (pg. 240), and Toussaint L'Overture (pg. 258).

The authors state that "some masters . . . treat the slaves almost as members of their family . . . and respect them as human beings" (pg. 373). It appears contradictory to this reviewer that one can own slaves and respect them as human beings.

Later the authors describe how slave owners tried to justify slavery (pg. 374). "They argued that Black people in America lived better than their ancestors had lived in Africa". Unfortunately, while believing that slavery was wrong, many still believe that conditions under slavery were better than life in Africa. This belief should be dispelled - at least the authors should present an alternative viewpoint.

An excellent description is made of the movement of American Blacks to Africa and "founding" of Liberia (pg. 376).

The accomplishments of Blacks, despite slavery, are accounted for in the textbook, i.e. Paul Cuffe, James Forten, William Whipper (pg. 377).

A separate section about Black writers appears on page 390. While this section is informative it could easily have been integrated into the general descriptions of early American literature (pg. 387).

The textbook contains the descriptions of a number of other Blacks, including Frederic Douglas (pg. 442) and Robert Small of the Union Navy (pg. 482).

A section about the contributions made by Black Americans in the twentieth century was very informative. It contained traditional areas of music, literature, dance, and athletics as well as descriptions of Thurgood Marshall and Charles Drew representing government and science (pg. 569). This section contains a sub-unit about slums. The placement of this sub-unit implies that slums are a Black phenomenon, and that they are a "contribution" of Blacks in the United States.

Although this textbook contains a number of very good portrayals of Blacks, it is uneven in its overall portrayal of Blacks in the history of the United States.

Reviewer #1

We the People: A History of the United States

D. C. Heath and Company

Early in the textbook (pgs. 16 and 17) is a description of George McJunkin and his discovery of 12,000 year old bones. This description gives a personalized and non-stereotypic view of a role played by Black Americans in United States history. This narrative is an excellent first view of Blacks in United States history; however, the description of Blacks in Precolonial and Colonial America does not sustain the promise of this early description.

A brief description of the life of Blacks in Africa and the Empires of Africa would provide a frame of reference for the student to better understand slavery, racism and the struggle for Civil Rights of Blacks in America.

The description of Blacks during the Colonial Period is from a European perspective and does not provide a clear view of what life was like for Blacks in America.

The use of the term "Negro" antiquates the textbook in the view of students. (Many Black students of the age group addressed by the textbook will associate the term with a negative connotation.) The popular origin of the term is important to a description of the evolving history of Blacks in the United States.

More illustrations of Blacks in pre-revolutionary America in various roles (e.g. explorer, sailor, servant, freeman) are needed.

The description of the life of Blacks in the Colonies (pgs. 117-118) does not begin to address the cruelty of slavery.

On page 178 a two sentence reference was made to the Haitian Revolution against slavery and for independence. The role of Toussaint L'Overture was crucial but not described in the text. By contrast, the narrative on pages 257-259 of Cinque and John Quincy Adams was good. The good features were not woven through the body of the text, however. The only place the role of Blacks is consistently described is during the Civil War and reconstruction periods.

The textbook contains adequate pictures of Blacks (with the exception of the Colonial and pre-revolutionary periods). The textbook describes major personalities in Black history such as Peter Salem and Frederick Douglas.

On page 296 there is a picture of George Washington Carver and WEB DuBois with the caption that they ". . . were two famous black leaders". No other description is offered of both of these men's numerous contributions to American life. Similarly, Harriet Tubman was described in a two sentence caption beneath a picture (pg. 256).

This textbook provides an uneven description of Blacks in United States history. While it contains some fine sections, overall it does not adequately portray a comprehensive view of Blacks in the United States.

Future additions of the textbook should be rewritten to integrate the role of Blacks throughout the narration rather than merely describing Blacks in segregated sections. The text should also include varying perspectives. This can be accomplished by presenting contrasting opinions or contrasting life styles.

In order for a student to receive a comprehensive view of history, the teacher using this textbook will need to supplement it with materials about Blacks which portray contrasting beliefs and attitudes held by groups throughout our history.

Reviewer #1

The American Way

Holt, Rinehart and Winston

Overall the textbook provides a very good portrayal of the role of Blacks in United States history.

The textbook includes a brief description of the African empires. This provides a perspective for understanding slavery. Estevanico, the Black explorer, was discussed. Adequate description of Blacks during Colonial America was made. Crispus Attucks was positively portrayed in one section (pgs. 147-148). The reviewer finds that the inclusion of Blacks frequently occurs in separate sections. This poses a problem in providing continuity for understanding the interaction of Blacks and whites historically. For instance, when reading of the growth of labor unions, the reviewer found herself asking, "What about the involvement in and exclusion of Blacks from unions". Later in another section the labor organization efforts of A. Phillip Randolf were described. This discussion should have been woven into the overall discussion of unions. There is a place perhaps for the separate description of Blacks. The section entitled "Blacks in Cincinnati" was very good (pg. 346). That section provided an insightful view of life for Blacks in the city.

The description of slavery took a strongly economic historical perspective. While that perspective is in keeping with the way Blacks were viewed by white society at the time, it should be contrasted with or balanced by the view of Blacks as a people struggling to maintain self and family in a society structured to prevent them from doing so.

The textbook does include a number of pictures depicting Blacks in various roles (Black soldiers, pages 433 and 588; fugitive slave family, page 385; Black family homesteaders of 1887, page 461; and Black family of early 1900's page 577; among others).

The textbook contained a unique page about language and dialect in the United States (pg. 495) which included the dialects of Blacks in the United States. Also unique was attributing Teddy Roosevelt's famous saying "speak softly but carry a big stick" to an African proverb.

The contrast of Blacks in the North and South gave insight to the life of Blacks. Descriptions of Blacks in the United States following World War II were also very good.

Overall this textbook is comprehensive and a good source for the teaching about the roles of Blacks in United States history.

Reviewer #1

This is America's Story

Houghton Mifflin Company

This textbook contains a number of positive features but also contains several omissions.

The reviewer was struck by the frequent use of the term Negro. Perhaps a definition of the term is in order, especially since many eighth graders may only know of the term as a negative reference or may be more familiar with the term Black. Description of the origins and use of Negro will also give historical insight to the changing views held of and by Blacks.

The textbook contains an excellent description of "How did the slaves live?" (pg. 296) and slave revolts. The descriptions of Black abolitionists, William Wells Brown and James Forten, were very good.

Related to the portrayal of Blacks, the textbook portrays John Brown as a man whose violence was indicative of the times.

One obvious omission is that the textbook does not contain descriptions of Blacks in the West in the late 1800's. Similarly, the textbook did not contain the contributions of the many prolific Black inventors and business persons of the late 1800's and early 1900's despite an entire section dedicated to business and industry (pgs. 454-478). In an extensive section on labor unions (pgs. 486-491), the relationship, or lack of relationship, between unions and Blacks is ignored. The authors also describe farm organizations (pgs. 503-509) but do not mention the role of Blacks.

The textbook contains a description of Blacks (pg. 537) but does not include the role of Black colleges, discrimination in jobs, housing and education.

In a description of early baseball, football and basketball, the major contributions of the Negro Leagues and Black athletes in the National Leagues are omitted.

A section is included in the textbook called "What is an American?" which describes the cross-cultural heritage of many Americans. The omission of Blacks is glaring. Many Americans are mixed; White and Black, and Black and Native American.

The statement that "Many people believe that Black power caused the riots . . . " (pg. 704) was unfair and simplistic as presented. The authors could offer an alternate hypothesis that discrimination, unemployment, and frustration with the conditions of poverty and powerlessness were antecedent to the riots of the 1960's. This explanation is more consistent with the Warren Commission Report.

The textbook also fails to include a description of Blacks in the Korean or Vietnamese Wars.

This textbook contains a number of serious omissions and does not present a comprehensive or balanced view of Blacks in United States history.

Reviewer #1

Two Centuries of Progress - United States History

Laidlow Brothers

This textbook is an excellent model of how the history of Blacks in the United States is integral to and inseparable from United States history.

The textbook also contrasts differing perspectives in history. The textbook provides a sophisticated accounting of Black history in the United States.

Despite the outstanding quality of this textbook, there are areas which need strengthening. First the description of the role of Blacks in the early exploration of the Americas should be expanded. The authors should also consider including a brief description of the life of Blacks in Africa, that is, a description of the Empires of Africa. Inclusion of these two sections will help to give perspective to the descriptions of Black slavery.

The authors incorporated a sociological view of history along with an economic perspective as a minor theme. This is a welcome change in historical perspective. The authors go beyond superficial or simplistic descriptions of the causes of the Civil War, reconstruction and Blacks in the 20th Century to a description of the interaction of historical events. The format used in the textbook is conducive to showing the complexity and variety of roles played by Blacks in United States history.

The strength of the textbook can be seen in the description of events immediately prior to and following the Civil War through contemporary history. The section of pre Civil War America includes descriptions of Black authors, Black historians, Blacks in theater (pgs. 271-276), and the role of Blacks as scientists.

It is difficult to isolate specific examples of the strengths of this textbook because 1) the examples are too broad and numerous, 2) they are intertwined with the entire textbook and, 3) for the most part, they do not appear only as segregated sections of Black United States history.

Among outstanding sections are descriptions of how the Compromise of 1877 impacted Blacks (pg. 345) pictures also reinforce this section, the role of Blacks in labor unions (pgs. 404 and 648), the Populist Party (pgs. 423-424), and Black colleges (pgs. 405-407).

One final area which the authors should consider for inclusion is a description of Black sports leagues (e.g. Black baseball leagues). Such a description could naturally flow into the description of sports in modern society and seems an omission. This reviewer is aware that overemphasis of such a description could tend to stereotype. However, given the sensitivity the authors have brought to the textbook thus far, and because of recent movies and television specials about Wendell Holmes, Black baseball leagues, and Blacks in sports, such a description seems needed.

The textbook contains careful descriptions of events, personalities and interactions crucial to Black American history. Contained in the textbook are depictions crucial to United States history which are commonly reported as well as other important events which are not usually found in general history textbooks.

Reviewer #1

The Free and the Brave: The Story of the American People

Rand McNally and Company

This textbook contains good descriptions of Blacks in United States history, however, the coverage is uneven and in some cases not well integrated into the overall textbook.

Among strong features of the textbook are its coverage of the Civil War, Reconstruction and Civil Rights Movement. With these exceptions and a few others, descriptions of Blacks are very brief. There is not only a problem in the coverage of Blacks; in addition, the reviewer finds that there are several instances when brief, simplistic descriptions of persons or events are made.

On pages 140-141 a rather lengthy section on slaves during colonial times appears. The following description of Africans is made.

> "In certain ways, the lives of most Africans were alike. They lived in communities that were well organized. Some of these were large and powerful, while others were very small. Many African communities permitted slavery. And most were ruled by a king." (pg. 140)

This description reinforces the commonly held belief that Africa is one homogeneous community, rather than a multiplicity of nations, religions, beliefs, values, life styles and laws. In this section, the authors seem to refer to the African empires but the description seems to diminish the social, political, religious, scientific and academic accomplishments of the empires of Africa.

By contrast, the section which immediately follows describes how Blacks as indentured servants became slaves. This section is good and the rationale is believable.

Although Blacks were described as part of the American wars, they were not described as part of the American labor movement.

The textbook contained a number of pictures of Blacks but did not contain adequate pictures of Black families.

While "The Free and the Brave: The Story of the American People" does provide the reader a view of Blacks in the United States, the view does not lead to an understanding of reoccurring problems or the continuous Black experience within American history.

Reviewer #1

American Adventures

Scholastic Book Services

American Adventures presents an exceptionally balanced, fair and comprehensive view of Blacks in United States history.

The one area which needs strengthening is the coverage of Black explorers. A brief description of the African Colonial period would provide perspective and continuity to the subsequent experiences of Blacks in the Colonies.

The textbook contains several strengths, notably, the inclusion of Blacks throughout the narrative of the textbook and also, in profiles of specific Black Americans. The authors managed to balance the descriptions of events and to offer varying viewpoints when appropriate.

Among the excellent biographies contained in the textbook were Harriett Tubman, Frederick Douglass, and Jackie Robinson. There was an indepth narrative about Plessy vs. Ferguson, the Race Riots of 1919, and the Harlem Renaissance. The outstanding renaissance description included descriptions of the prolific artistic achievements of Blacks and was made against the backdrop of the racism and discrimination which were characteristic of the time.

A very good section appears in the textbook describing Blacks during the depression and the role of Blacks in labor unions.

The biography of Jackie Robinson briefly describes the Negro Baseball Leagues, an important factor in the history of professional sports, and demonstrative of how racism and discrimination have permeated American life.

Included in the text is an extensive section on the Civil Rights Movement. The authors portrayed not only a chronicle of events and personalities but were able to portray the evolution of the Civil Rights struggle throughout United States history.

A moving excerpt appears on page 629 of the textbook by Elizabeth Eckford describing her attempt to cross crowds of angry whites and police to integrate a school.

The description of the riots of the 1960's was overall fair and comprehensive. It portrayed the effects of the riots and related police actions on innocent Blacks, and concluded by quoting the National Advisory Committee Report on Civil Disorders.

This textbook is a model of how Black history in the United States consists of an interaction of personalities and events. Teachers using this textbook should use supplemental materials to augment its weaknesses, such as the descriptions of African Empires and Black explorers.

Reviewer #1

America! America!

Scott, Foresman and Company

America! America! is an outstanding textbook on the history of the United States. Most striking feature concerns the pictorial imagery of Black Americans presented in various roles. The table of contents and each chapter are introduced by portraits of Americans. The pictures of Black men, women and children as members of families and as workers foreshadow the numerous roles described for Black Americans in the textbook. Blacks are described as explorers, soldiers, inventors, artists, laborers, scientists, farmers and homemakers.

As the authors contrast the life styles of Black and white Americans, they also include discussions of attitudes and beliefs regarding the events and personalities which shape Black American history.

The authors carefully describe slavery as a brutal and dehumanizing institution. Yet, within the constraints of slavery, Blacks are described as a strong people who held on to and maintained vestiges of the many African cultures from which they were kidnapped. The religion, music, dance and family life style of Blacks are described as necessary relief from the evils of slavery.

The activities of several Black and white abolitionists are examined. The authors even point out that some abolitionists were racists.

This textbook is exemplary in weaving facts and descriptions about Blacks in American history into the overall narrative of United States history. In a section describing the movement of Blacks to the North in the 1900's, a quotation from the Chicago Defender is cited (page 452).

There are other features unique to this textbook. For example, in a description of American literature Black authors are cited among the authors listed (page 589). There is a section describing the music of Scott Joplin, (page 460).

The breakfast and legal aid programs of the Black Panthers in the 1960's were included, as well as the Black Muslims, Malcolm X and the bombings of Black churches. These areas are seldom included in textbook accounts of American history.

America! America! provides a sensitive, balanced and fair portrayal of Blacks and integrates this aspect of the Black experience into the mainstream of historical events occurring within the United States.

Reviewer #1

Let Freedom Ring

Silver Burdett Company

This textbook includes excellent portrayals of African Empires of the 16th and 17th Century, (pg. 47). Also good is the description of Black slavery in the early Colonies (pgs. 111-115). The description given on these pages shows slavery as more than merely an economic enterprise but also as a human enterprise. This "humanization" of slavery is much needed for students, some one hundred and sixteen years after the fact, so that they can understand the human suffering and destructive nature of slavery.

The description of Black patriots (pg. 155) is excellent. The description of Blacks in the Civil War was reinforced by a photograph.

The excellent coverage of the roles of Blacks in the Revolution and Civil War were not repeated in the coverage of Blacks during World Wars I and II, Korea and Vietnam wars. Such a description would have been valuable from a number of perspectives. First, it provides a balanced picture of United States history. Second, it could demonstrate the everpresent racism and discrimination faced by Black Americans, and yet, great accomplishments despite these disadvantages. It also shows the changing nature of racism. The role of Blacks in the military juxtaposed with the status of Blacks domestically is a meaningful comparison.

The textbook does not do a good job of describing the role of Blacks in the 1900's. Omitted are the roles of Black Americans in shaping contemporary culture such as music, dance, visual arts, and literature. The inventions of prolific Black inventors and accomplishments of Blacks in business and industry are not described.

The role of the Civil Rights movement was not treated well. Approached from the perspective of laws passed, it did not present the status which the laws were designed to remedy. The freedom rides, bus boycotts, voting rights, and other activities are all omitted and are definitely needed to understand the importance of the Civil Rights movement.

As one reads the chapters from post reconstruction to present, one is struck that Blacks virtually fade from the historical account. The section on Civil Rights attempts to go backward and pick up some of these issues, but it occurs too late in the textbook and is not integrated with the total textbook material. The tone and perspective do not lend to an understanding of the nature of conditions of Blacks in United States history.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Reviewer #1 (BLACKS)

All of the textbooks reviewed include the history of Blacks in the United States. All include descriptions of personalities who shape the history of Blacks and all contained extensive descriptions of slavery. Each referenced in some way the contribution of Blacks to the music, literature and other art forms as well as the contribution of Blacks in government and science. Each textbook described the search for Civil Rights; the unfilled promise of the United States.

This reviewer realizes that each of the textbooks reviewed represents a monumental step forward from the history textbooks published in the 1960's. However, editing in pictures and subunits containing names and dates important to Black history does not provide a comprehensive view of the history of the United States. The evolution of a comprehensive and inclusive United States history requires that these features be integrated throughout all classroom materials. Further, it requires that we own up to the fact that there is no one history of the United States. The science of history is filled with differing explanations, opinions, and vantage points. We do not expect change overnight and applaud the work of the editors and authors of each textbook. All included adequate pictures of Blacks, and described major Black personalities and events. Now that the major pieces are in place one must move to consideration of the packaging of those pieces and assuring that the information needed to understand the events, opinions and personalities which characterize our history are understood.

In a number of cases it has been recommended that major flaws in textbooks be compensated by supplementary materials. The major flaw in all but two of the textbooks reviewed is the need for inclusion of Black history throughout history rather than isolated in subunits. Supplemental materials cannot correct this major problem. This problem is only corrected by totally rewriting the textbook to insure that the personalities and events of Black history as well as the varying beliefs and opinions held by Americans on issues related to Black history are woven through the textbook.

The CEDISS Bias Review Checklist did not lend itself to the types of problems found in the textbooks by the reviewer. All textbooks accomplished the minimum standard of containing pictures of Blacks and describing the most well known Black Americans. Several textbooks focused discussion of Black Americans on the periods of slavery and the Civil War with little indepth discussion of the role of Black Americans throughout our history (e.g. Spanish American War, 1920's, the Depression, World Wars I and II) or as scientists, artists, and family members.

The interrelationship between Blacks and other groups (e.g. Native Americans and Immigrants) was frequently not shown.

This reviewer did not classify these types of problems as "severe", however, cumulatively they often led the reviewer to recommend that several of the textbooks be revised to more adequately reflect Blacks in American history.

Specific comments about each textbook reviewed follow:

American History for Today is a well written, balanced textbook which contains detailed and comprehensive descriptions of Blacks in the United States.

America: Its People and Values focuses on Black personalities in personalities in United States history. It is difficult for the reader to obtain an overall view of the interaction, opinions and life styles which make up United States history.

We the People: A History of the United States is an uneven account of Blacks in United States history. This textbook should be rewritten to better integrate the history of Blacks into the overall history of the United States.

The American Way is a good resource for teaching United States history. This textbook includes a very good portrayal of the role of Blacks in United States history.

This is America's Story: The omissions contained in this textbook outweigh its many fine features.

Two Centuries of Progress: United States History is a sophisticated, comprehensive textbook which gives varying perspectives to the history of the United States and the role of Blacks in United States history.

The Free and the Brave: The Story of the American People contains some fine discriptions of Black Americans, however, overall the textbook does not provide the depth and scope of description needed to clearly understand the role of Black Americans in United States history.

American Adventures is an exceptionally balanced, fair and comprehensive textbook.

America! America! is an outstanding textbook which clearly describes Blacks as integral to the history of the United States.

Let Freedom Ring: Despite the excellent portrayal of Blacks in early chapters, Blacks fade from the textbook following reconstruction.

Reviewer #2

American History for Today

Ginn and Company

American History for Today is a book with a very strong anti-American Indian bias.

References on fifty separate pages describe Indians as warlike by the repeated use of such words as: warlike, killed, wars, attacked, raid, massacre, battle, and fought. Although there are areas in the text which try to stir some student sympathy for American Indians during the conquest period, continuous negative comments far over-balance them.

Only two Indian women are mentioned . . . both because of their service to White men.

Achievements of 20th Century Indians are totally omitted. Phrases used to describe 20th Century Indians are: "discontent among Indians . . . native Americans protested, Indian militants occupied . . . site of a bloody conflict, Indians insisted, demands Indians make," and "First Americans capture." The total portrait drawn of today's American Indians is thus extremely biased and stereotyped to create an unrelieved negative picture.

Definite statements are made, and repeated in five separate items, encouraging students to regard American Indians as just another group of immigrants. Nothing is said regarding the special legal status of American Indians as a group protected by treaties signed by the government of this country. Apparently, the only group of non-immigrants are the Puerto Ricans (p. 332).

American Indians are firmly stated to be of Asian origin, coming to this hemisphere by way of Alaska. As this theory conflicts with many Indian religious teachings, it is a seriously biasing element.

Physical characteristic stereotyping occurs with eight repetitions of the word "red" to describe skin color. It is known that "red" was used to refer to paint frequently used on skin, rather than to the skin color itself.

This textbook's largest area of omission is in the religious/philosophical orientation, which directs most of the achievements of mankind and which is of extreme importance to American Indians.

References to the achievements of handicapped Indians are absent, although two famous ones, Sequoyah of the Cherokee and Deganawidah of the Iroquois could have been easily included.

There is no mention of American Indian soldiers or sailors in any war engaged in by the United States since, and including, the Civil War, although military service by groups of other minorities are carefully pointed out.

Efforts of American Indians to educate their people in ways of American culture are omitted, although parallel activities on the part of other groups are frequently cited.

A puffed up version of the "Pilgrim's Thanksgiving" is included, referring to Indian men as "braves" . . . a racial slur. The account is also an incorrect family stereotype. English men were accustomed to attending large feasts without the presence of women. Indian men were not, especially if it meant leaving their families unprotected for an extended period. If we are to believe the account in Mourt's Relation, approximately 30 Pilgrims entertained 450 Indians for three days. This book also describes William Bradford's History of the Plimouth Plantation as giving the FULL account. Thanksgiving is not mentioned!

It is recommended that the book not be used until it is rewritten to avoid an anti-American Indian bias.

Reviewer #2

America: Its People and Values

Harcourt Brace Jovanovich, Inc.

It is evident that the authors of America: Its People and Values have made a serious attempt to portray American Indians in a comparatively favorable light. However, this textbook still can be measurably improved.

There is still a problem with the "origin of Indians" theory, with no references to American Indian tribal stories on the subject.

Within the few references to modern Indians, several severe stereotypes remain. One is that most live on reservations. Another gives the impression that Mohawk high steel workers are different from other human beings by not considering their job dangerous. Lives of the Pueblos are described as being much like those of their ancient ancestors, although nothing could be more inaccurate.

American Indian religious values are often not used in explaining events, even though they are the customary reasons within the tribes. Religious reasons are given for the move from "Cliff Palace," the formation of the Iroquois League of Five Nations, the buildings in Tenochtitlan, designs on handwork, use of colors in art, etc. The textbook commonly assigns European materialist reasons for the same events.

Despite the claim by Lumbee Indians of North Carolina as descendants of the "lost Roanoke Colony," the book persists in referring to these English settlers as "lost."

The use of Kachina dolls is described with the past tense, even though these are still used for teaching purposes by the Pueblo people.

A severe bias is developed with the incomplete presentation of the story of the Black explorer Estevanico. The textbook simply says he "was killed by Indians." Zuni history completes the event by an explanation of Estavanico's extreme greed and cruelty, especially as it affected their women. Black students, in particular, should have been given this episode in its entirety.

It was pleasantly noted that the book gives no hard (or fanciful) data on the "Pilgrim's Thanksgiving." However, despite this, students are still directed to create a short skit on the subject. Students should be introduced to the original sources of historical information on this subject.

The inclusion of one illustration by an American Indian artist was noted. Because Indians usually feel it important and courteous to identify by tribal affiliation, such a notation would have been desirable. This picture strongly shows the influence of the Institute of American Indian Arts in Santa Fe, New Mexico. There could have been a line or two mentioning the school, as it is highly regarded in the Southwest.

Much of Chapter 15 is devoted to the settlement of California and the Gold Rush. Some reference could be made to its effect on California's American Indian population both in the late 1800's and yet today. Many effects of mining are still being felt by all residents of Northern California.

A serious bias is developed in the special sections set aside for "identifying important Americans." Apparently Indians just aren't important. Many names could have been on this list, especially that of Charles Eastman, whose influence is felt by all young people involved in Scouting.

The Teacher's Manual references excludes Indian authors. Modern-day Indian women are slighted and no handicapped Indians are mentioned.

Reviewer #2

We the People

D. C. Heath and Company

We the People, taken as a whole, uses a sensitively well-balanced approach to American History. It attempts to portray many varied groups of Americans in as positive manner as possible. Students are oriented to a humane understanding of historical developments, contrasted to the process of tedious memorization of sterile "names, dates and places."

Faces of American Indians used in this book are of strong, intelligent people. A choice of attractive colors makes these illustrations even more appealing. The self-concept of Indian children could only be strengthened by the faces of Tecumseh, Black Hawk and his son, or the Cherokee families on the "Trail of Tears."

There are, however, a few areas where improvement could be made. After the 1880's, only a few references pertain to Indians. Positive contributions, especially by modern-day women, are lacking.

Another, and more serious omission, is related to religious values. Explanations of events concerning Indians rarely give serious weight to Indian psychology and philosophy. Examples of this are in four entries firmly repeating the origin of Indians in Asia by way of the Bering Strait, reasons for laws, games, Thanksgiving ceremonies and forms of government.

This reviewer was pleased to find only a very brief reference to the "Pilgrim's Thanksgiving." There is no exaggeration of the account to be found in Mourt's Relation, which, of course, is very brief in and of itself. Something should be developed in this section so both teacher and student can research the original (very weak) documentation for themselves.

The wife of one Indian tribal leader is referred to as a "princess," which is both a stereotype and a non-Indian term.

An unnecessarily negative question is asked, "Had the Indians killed them?" in reference to the "lost Roanoke colony." Perhaps they were absorbed into a group of friendly Indians, as the tribal history of the Lumbee people of North Carolina seems to indicate.

Although books of only two American Indian authors were included in approximately 500 entries in the teacher's bibliography, many other well-chosen works on the subject were noted. Why not let more American Indians speak as experts on their own people through the printed page as well as through art. One artist's work is included.

The concept of the American continent as a wilderness is still maintained; one not shared by early Indian tribes.

Need for compromise in government is strongly stressed, but the League of the Iroquois, a jewel of compromise which balanced power between men and women, as well as between geographic areas and nationalistic groups, is not thoroughly discussed. Its influence on the thinking of Franklin was profound

Treaties are referred to without ever reproducing a section of one as a visual. Also, there is no presentation of the unique legal status of today's Indians because of the treaties, the Constitution, supreme court decisions and the trust relationship with the federal government.

Indians are often referred to as a group, "Indian," when a more precise tribal designation would often be both more courteous and more correct. Indian languages should be given their proper name when appropriate.

The direction to teachers to use Ishi in Two Worlds in connection with studies of California after 1849 is excellent.

Surprisingly, even handicapped Indians have representation in this textbook with the portrayal of Sequoyah.

Reviewer #2

The American Way

Holt, Rinehart and Winston, Publishers

When the manuscript for The American Way was prepared, the authors appear to have been concerned about the problem of bias. The index for this textbook lists over fifty entries under the classification "Native Americans", the term normally used throughout the book to refer to American Indians. In the process, the old blood-thirsty savage image has largely been dropped and replaced with an overly bland and laundered non-entity. Somehow, even the presentation of the Cherokee Removal and the Trail of Tears fails to stir any emotion.

The American Way's largest area of distortion lies in omissions. Most of the references cover the various wars, battles and conflicts during the period of conquest.

One colored visual is included of an Indian woman, Pocahontas, in about 1615. Sacajawea comes into the story in 1805-06. Nothing is said on the subject of 20th century men or women, except for a brief reference to Richard Wilson in the Wounded Knee situation of 1973.

Considerable confusion is created in the mind of the reader as to the citizenship status of American Indians between 1887 and 1924. Also, the special legal status of most American Indians today, because of treaties ratified in the past by Congress and because of court decisions, is not discussed. This is particularly serious when the dispute at Wounded Knee in 1973 is passed off as a slight skirmish between American Indian Movement and the Chief of the Ogalala Sioux at Pine Ridge Reservation.

No reference is made to handicapped American Indians. Discussion of the position of California's Indian population after the Gold Rush of 1849 is avoided. At one point, the Bureau of Indian Affairs is incorrectly called the "Board of Indian Affairs." Tecumseh's brother is called a "fanatic", certainly a derogatory term, without explanation of the reason.

Confusion seems to have been deliberately injected as to who constructed and researched the great calendar of Mexico and who built the pyramids. Few students of Mexico will credit the Aztecs for all of these accomplishments, as the calendar was known and most of the pyramids built long before the Aztecs came into power.

Often events which are understood by Indians to be religiously motivated are described by the author to have purely materialistic causes. The "land bridge from Asia" theory of Indian origins is firmly stated, without any suggestion of ancient Indian migration stories. No mention is made of the peaceful religious uses of both the calendar and the great pyramids of Mexico.

The omission of any mention of Deganawidah of the Iroquois and Quetzalcoatl of Mexico in the history of this nation is like leaving out the contributions of Abraham, Moses and Jesus in the history of Judeo-Christianity as it relates to this land in more recent centuries. The philosophical and religious teachings of all five strongly influence the lives of everyone living in the United States today.

Our author has gracefully not mentioned the classic mythological story of the Pilgrim's "First Thanksgiving Dinner" and has provided a reference in the student's book to William Bradford's History of the Plimouth Plantation for an original piece of research.

Reviewer #2

This Is America's Story

Houghton Mifflin Company Boston

This Is America's Story is very bland, relative to American Indian lifestyle and culture.

Indian religious and philosophical ideas are ignored and no Indian religious groups are mentioned by name. The textbook seems to give the impression that all Christian missionaries tried to be friends with Indians and treat them kindly. From an Indian point of view, missionaries were the problem, not the solution. "Churches sent missionaries to teach their religion to the Indians, cure their sicknesses, and teach them new ways . . missionaries accomplished much, but there were never enough of them . . . Most Indians are thankful there were not more of them.

To a large extent, Indians are treated as one cohesive group, while the differences in non-Indian groups are clearly stated. There were many Indian nations and tribes. No mention was made of the many Indian languages and varied cultures. Yet, the differences between the English, French, and Spanish are explained in detail.

American Indians are dealt with on a very unsophisticated level. Indian women, children, and families are largely non-existent. P.436. Government Changes Its Indian Policy. "Schools were built and teachers were sent out to the reservations. For older children, there are boarding schools where pupils live. The girls learn cooking, sewing, and other household jobs; the boys learn farming, carpentering, and other trades." These two sentences give the reader the impression that Indians are only capable of being taught manual skills, thus placing the American Indian in the role of underachiever. P.437 Picture. To be commended for showing an Indian in the modern world. But, P.540-541 pictorial of people who helped to make America what it is. Not one Indian was included. There is no mention in the textbook that Indians have ever, or are currently capable of being "professionals". As an example, photos might include members of the National Indian Education Association attending their annual convention . . . Indian lawyers such as Kirk Kickingbird . . . musicians and composers, such as, Louis Ballard . . . Singers like Buffy St. Marie, or Paul Ortega, or Wayne Newton.

Two statements were made in the textbook as if they were fact, when in fact they are unproven and highly contested theories. P.V.1. "We are all immigrants. Even the Indians whom we think of as Native Americans came here from somewhere else." It is not explained that for the most part these experts are non-Indian and that Indians have their own experts and stories regarding their tribal origin. Also, P.24. "The first American Indians were Asians who had migrated across from Siberia to Alaska." The long-held Indian ideas or other anthropological evidences of peoples coming to the Americas in many separate groups over long periods of time from Northern Europe, Africa, China, Japan, the Polynesian Islands, or even possible reverse or cyclical migrations from the Americas back to Asia and Europe (A Hopi concept).

It is recommended that the authors consider rewriting these materials with content introducing American Indian process of continuing change. The vast knowledge of the American Indian has effected change in European and contemporary American cultures. No culture is static; change is inevitable.

Reviewer #2

Two Centuries of Progress, Teacher's Edition

Laidlaw Brothers

Two Centuries of Progress is very bland, relative to American Indian lifestyle and culture. The textbook appears to be primarily intended for use in schools with large Black student enrollments. Its most serious biasing element against American Indian people is through omission.

The author's concern about the problem of bias seems to have interfered with a complete study of American Indians which include women, children, families, handicapped individuals, and persons working in normal occupations. In the process of dropping the bloodthirsty savage image, American Indians have been replaced by nonentity.

Prominent and successful American Indians are not mentioned anywhere in this volume. Also, the textbook fails to show the American Indians' participation in all of the American wars since and including the Civil War. There are many successful American Indian writers, actors, athletes, educators, artists, musicians, and warriors. These prominent people should be recognized as fully as those of other minority groups.

There should be emphasis put upon the legal status of the modern-day American Indian people of the United States as it differs considerably from that of all other Americans.

No questions are raised as to why there are still Indian reservations. And of course, no mention of millions of Americans of part-Indian ancestry who often are unnoticed in our population is included.

Treaties are referred to without ever reproducing a section of one as a visual.

Indians are often referred to as a group, "Indian," when a more precise tribal designation would often be both more courteous and more correct.

A positive attempt is made in explaining the Indian Removal with a simple presentation of the Cherokee Trail of Tears; however, it fails to stir any emotion.

Stereotyping by identifying Apache people as "Raiders" was unnecessary and completely opposite of the whole trend of the textbook.

One colored visual is included that concerns equality for all racial groups. No identity is given to this important American Indian leader.

The omission of any mention of Deganawidak of the Iroquois and Quetzalcoatl of Mexico in the history of this nation is like leaving out the contributions of Abraham, Moses and Jesus in the history of Judeo -- Christianity as it relates to this land in more recent centuries. The philosophical and religious teachings of all five strongly influence the lives of everyone living in the United States today.

The "land bridge from Asia" theory of Indian origins is stated, without any suggestion of ancient Indian migration stories.

It is recommended that the authors consider rewriting these materials with content to better balance positive portrayal introducing reference to American Indian process of continuing change, including the vast knowledge of the American Indian which has effected change in European and contemporary American cultures.

Reviewer #2

The Free and the Brave

Rand McNally and Company

The Free and the Brave is a predominantly White Christian-oriented textbook, slanted toward Roman Catholicism sufficiently that one might wonder if its intended use is in parochial rather than public schools. A strong anti-American Indian bias is evident.

Although religion is a central facet of American Indian life today, and has been throughout the ages, little evidence of this is found. Explanations of events in the world of Indian people is explained away as bad luck, lack of sufficient cultural refinements or suitable material assets such as horses, guns, steel, roads and wheels.

White domination of the Americas is explained as largely due to the strong desire of Europeans to Christianize the inhabitants of the Western Hemisphere, although economic motives cannot be hidden. At one point, the teacher is directed "to expand on the importance spreading Christianity played in explorations by Europeans."

Dates are often given in terms of Christian religious holidays: "It (maize) seems to have been grown in the New World (another slanted term) as far back as several thousand years before Christ was born." "On 'Good Friday' in 1519, he landed on the coast." Massachusetts' Pilgrims are credited with inventing Thanksgivings.

As fewer than 50% of American Indians today are even nominal Christians, this bias is extremely irritating, as it must be to students of other faiths.

American Indian versions of events are never mentioned, although they are readily available in numerous printed sources. These versions are always expressed in terms of deep religious and philosophical thought.

Despite strong evidence in our society of millions of persons of mixed Indian/White heritage, or even Indian/White/Black ancestry, our textbook avoids this issue. Several areas where such references would have been natural were: in discussions of the population of Quebec before 1700, and in the story of Sacajawea.

A student completing this volume would certainly be led to question the political loyalty of American Indians. Indians sided with the French in the French and Indian Wars (supposedly against the Americans), with the British in the Revolution, again with the British (against the Americans) in the War of 1812, and never appear to be involved in any other war again, except for skirmishes on the Great Plains.

Much stereotyping occurs in the use of the group term "Indian" when individual tribal identifications are more appropriate. Indian students' feelings of self-worth can only be diminished by under-representation of women in every category, and lack of references to modern Indians. Twentieth Century American Indians make only a brief appearance angrily demanding civil rights.

Students are led to continue believing in the traditional "Thanksgiving myth," despite lack of sufficient evidence. Because of this connection to the English, Indian students are often still being forced to endure November as a special "Indian" month during which much gross misinformation is disseminated in American schools.

The Free and the Brave, is a White man's "his story," containing page after page of rather sterile "facts." It is not a true social studies textbook and cannot be recommended for use.

Reviewer #2

American Adventures, Teaching Guide

Scholastic Book Services

American Adventures depicts the American Indian in such a way that the readers might believe Indians only hunted, attacked, were not religious and were insignificant to the total American Experience.

Important treaties, if mentioned, do not include sections relating to American Indians. Important Supreme Court decisions affecting Indians favorably (or unfavorably) are omitted. Federal policies affecting Indians are not included.

Modern-day struggles of the American Indians are, to a large extent omitted. The struggle with the Federal government over mineral and water rights are not mentioned. The somewhat comparable striving by women, Blacks and Hispanics are viewed as developments in the process of obtaining equal rights. This process appears not to include American Indians.

Evidence is shown of an attempt to eliminate the "melting pot" theory and the "manifest destiny" theory, but no attempt is made to explain why rights of all people were not included in the thinking of the dominant White male society, federal and state governments, until recent years.

The bibliography, filmstrip and film references are not broad enough and would not begin to stimulate thinking or further research on the part of the readers.

Young students read magazines and newspapers, and become aware that minority people still face hardships because of past experiences in the way of subtle bias, neglect and prejudice.

Prominent and successful American Indians are not mentioned anywhere in this volume. The textbook also fails to show the American Indians' participation in all of the American wars since the Revolution. There are many successful American Indian writers, actors, athletes, educators, artists, musicians and warriors. These prominent people should be recognized as fully as those of other minority groups.

There should be greater emphasis put upon the legal status of the modern-day American Indian people of the United States as it differs considerably from that of all other Americans.

No questions are raised as to why there are still Indian reservations, or whether there are urban and rural American Indians.

A chapter on Alaska as the 49th State, mentions Richard Nixon, but makes no reference to the Indian land claim settlements in Alaska during Nixon's term of office as part of the package involved in building the Alaskan pipeline.

Only one Indian woman is mentioned. No handicapped American Indians are referred to by name or by achievement.

No works by American Indian authors are suggested in the bibliography for either student or teacher, although many fine ones are readily available.

It is recommended that the materials be redeveloped.

Reviewer #2

America, America

Scott, Foresman and Company

America, America is a well-written, interesting textbook. The varied viewpoints stated makes for stimulating reading. The good points far outweigh the negative points.

Special recognition to the authors for their continuous attempt to state history as it truly happened. The brief description of why conflicts happened between Indians and settlers reflects their overall unbiased viewpoint.

It makes stimulating reading for our students to have more than one viewpoint, especially when dealing with theory. Students often receive information and pictures of primitive sub-human beings tugging across the Bering Straits.

When discussing Indian religion, caution should be taken in presenting appropriate information. Authors would best be advised to consult knowledgeable Indian people.

The expression "old men" seemed very inappropriate without some explanation for non-Indian readers. The authors were trying to relay the special message about the Indian elders teaching the Indian children, a very important point. However, the connotation of "old men" in the non-Indian society many times reflects a negative impression. The expression definitely does not explain the special role and reverence afforded the Indian elders.

Possible inclusion of handicapped, well-known Indians could be Sequoyah (Cherokee alphabet) and Deganawidah (Iroquois League of Five Nations).

It was somewhat difficult to understand the contradiction of whom the authors were crediting as interpreter for the Lewis and Clark expedition. On page 272, Sacajawea was given credit as their interpreter, thus negating credit given on preceding page 232. to Charbonneau as interpreter.

Including American Indian authors and consultants would enhance the overall understanding of Indian lifestyles.

Reviewer #2

Let Freedom Ring

Silver Burdett Company

Let Freedom Ring, is a textbook which appears to be primarily intended for use in schools with large Black student enrollments. Its most serious biasing element against American Indian people is through omission of much mention of them after 1776.

Only one 20th Century American Indian is mentioned. Indian women, children, families, handicapped individuals, and persons working in normal occupations are largely non-existent.

On the subject of the origin of American Indians and the Bering Straits theory, the author has left some psychological room for more than the usual White explanation, but does not follow through with presentations of the stories of Indian "tribal experts" who certainly should have been consulted, as it is their history being explained.

It is commendable that Old Oraibi, a Hopi town in Arizona, is mentioned as the "oldest continuously inhabited site in what is today the United States of America." Both the name of the tribe and town are carefully given. They have not been lumped under the general category "Indian."

Our author has obviously read Bradford's History of the Plimouth Plantation, and has wisely chosen to omit reference to the classic Thanksgiving story in the students' textbook. However, a note on P. 94 of the teacher's edition could easily set teachers off on the well-trod path again.

There should be mention that the Lumbee Indians of Robeson County, N. C. trace part of their heritage to the "lost Roanoke settlers." Many Lumbee people now live in Southeastern Michigan.

A severe biasing element appears in the incomplete story of Estavanico. Simply stating that he was killed by the Zuni, without explanation of the circumstances, could well help prejudice Blacks against Indians, especially when Estavanico is held up as something of a Black hero.

Two reference sources in the teacher's edition are by Sioux author Vine DeLoria. This is certainly better than having no Indian authors included. However, many, many excellent sources by American Indian authors have been overlooked, including some dealing with first-hand eye witness accounts that can never be matched.

In the section, "What Makes a Person Great?", twenty names are listed as possibilities, but none belong to an American Indian. Indian children seeing this will have trouble with keeping a healthy respect for their people.

No Indian women are included in the "Gallup Poll results of Most Admired Women for 1974." Although we cannot change the facts of the poll, the textbook could have used the poll to develop concepts in students of how the media influence such choices.

"A What Price Progress" section has, on the whole, much to recommend it. However, it would have been helpful to have included a reproduction of the Sioux Treaty of 1868 and a discussion of why American Indian people, even today, have a unique legal position in the United States based on treaties such as this and ratified by the United States Congress through the years.

This is the only textbook recently reviewed that deals truthfully with the problems of California during the Gold Rush era . . . even though the reference is very brief.

The Iroquois are described as warlike and ruthless. Considering that they thought of themselves as the people of peace after the arrival of Deganawidah, the Great Peacemaker, more information should be presented as a balance.

SUMMARY OF

FINDINGS AND RECOMMENDATIONS

Reviewer #2 (American Indians)

Findings: This reviewer read and analyzed the ten textbooks chosen for review. The diversity in findings range from a very strong anti-American Indian bias to a very positive attempt to express American Indian viewpoints.

Generally, the textbooks are written with the assumption that the reader is a White Christian, well-versed in that culture. There is also a subtle assumption that the teacher likewise comes from this cultural background. Indian religion and philosophical ideas are ignored or misstated.

There seemed to be a point in each of the textbooks where all American Indians stopped existing. Omissions of a positive image of modern day Indians was apparent. Basically American Indian women, children, and family life are non-existent.

The problem of stereotyping or Indian bias throughout the textbooks fell into one of three categories:

1. About one-third of them unfortunately were extremely biased (the old blood-thirsty savage image).
2. The majority were quite bland and stayed away from all controversies (generally by omission).
3. Two of the textbooks expressed Indian viewpoints on occasion and appeared to make an honest attempt to explain why conflicts happened.

To a large extent, Indians are treated as one cohesive group, while the differences in non-Indian groups are clearly stated.

Very little emphasis was placed on the current legal status of American Indians and treaty negotiations were ignored.

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The omission of Indian philosophical ideas and views (many of which are now becoming important because of our environmental situation) creates a void of understanding between cultures. It is possible that these views and ideas were omitted in the textbooks because they were so closely tied to Indian religion.

Recommendations:

1. Some Indian religious beliefs need to be understood in order to bridge the separate cultures. Indian religious expertise would enhance the positiveness of the textbook.

2. The ongoing and current status of American Indians should be explained, including urban and rural residents.

3. Biased - misrepresentation of American Indian - American settler immigrant history should be totally eliminated.

4. Indian history should be taught as a normal every day part of American history. This can not be done without explaining more about the many Indian nations that existed and their differences.

5. More information on Indian treaties and their treatment, as well as current Indian status regarding these treaties should be given.

Reviewer #3

American History for Today

Ginn and Company

American History for Today is a predominantly male oriented book with many biasing elements against women in it.

In the language, although many collective gender-neutral words are used such as, officials, laborers, miners, colonists, Americans, bondholders, one has the feeling from the context that the human beings referred to are males. The reason for this, perhaps, is because the generic use of he, man, men and to a lesser degree, mankind, permeates the text. Examples of cliches using generic man are: "Washington did not want 'yes men' to help him"; "one man's vote was as good as another's"; "the poor man's university"; "the common man." Frenchmen and Englishmen were used throughout the text as opposed to the French and the English. In addition, the word "her" was used in reference to geographic localities more often than it was used in reference to women: New York State, Europe, England, Virginia, Spain, Texas, Kansas, Russia and Japan.

The following quote was a slur: "You are all fools and old women. Come with me, if any of you are brave enough and I'll show you how to fight."

Sex-role stereotyping in occupations was evident in the prolific use of workmen, cattlemen, businessmen, and frontiersmen; also, in the activity question, "Suppose your son had been asked to sign on Columbus' crew?"; and, "Men were fishermen, women wove colorful baskets."

Stereotyping in family and school roles was found: "Sons worked side by side with fathers. Daughters helped their mothers"; and, "Fathers taught sons to hunt, fight, get along in life; mothers...daughters to cook, make clothes, and do other household duties."

Examples of stereotypical physical characteristics present are: "Pocahontas, a beautiful, young Indian girl"; and regarding Washington, "He married a pretty, rich young widow"; and "And so did the President's beautiful young wife, Jacqueline...."

The following quotes reflect somewhat the feeling in the book relating to personality stereotyping: "Some farsighted men could see that unless they took action...," and, "In desperation, some young girls jumped screaming out of the windows."

There was gross under-representation of women in language and visuals. Even though one of the last pages of the book is devoted to "Stating the Case for Women," the basic neglect of the subject of women throughout the book is evident. It seems that much more effort was spent on creating an understanding of Blacks and other cultural minorities than was spent on women and their contributions.

There was scanty mention of individual women relative to the number of men mentioned, and when women were mentioned, they were most often mentioned by name only with no space devoted to accomplishments, e.g., eleven words about Queen Elizabeth I: "They dearly loved their queen, the fiery and forceful Elizabeth I." Three small paragraphs describe the suffrage movement with only the names of the organizers and no details of their work. Anthony, included in the group of names, was mentioned only once in the entire book, according to the index--and then just her name.

There was under-representation of women in visuals. In a sampling of 68 visuals, only ten visuals had women as part of a group. Only two visuals featured women. The few visuals of women used in the book showed women performing mostly traditional tasks.

The following two quotes reflect the absence of female consideration and the heavy masculine connotation that is prevalent in *American History for Today*: 1) "America was settled by people who believed that life should be better for all *men*." 2) "The black *man* and the red *man* came to realize that they had one enemy in common: the white *man*...."

It is recommended that the authors consider rewriting according to sex-fair guidelines for the creating of materials.

Reviewer #3

America: Its People and Values

Harcourt, Brace and Jovanovich

America: Its People and Values is an attractive and well written book. It is not a sex fair book. A pervasive male connotation is present throughout the general content that supersedes small attempts to discuss issues of women.

The only slurring element present (p. 102) demonstrates how an innocent little story describing how overseas trade developed, in reality, perpetuates the perceived notion of inferiority, superficiality and passivity in women.

Bias in occupational roles is in evidence with the use of tradesmen, businessman, workmen, frontiersmen. Reference to work that women did is almost nonexistent in the general text and in the chapter review sections.

One of the few times work was mentioned it contributed to the stereotyping of females' concern about appearance: "Whose opinion about hair styles would you respect most--your girl friend's, your sister's, a sales woman's, or a beauty consultant's?" . . . Unless, of course, the beauty consultant is male.

In the section called "Values in American Life," (p. 325) there is role stereotyping concerning family roles; also, assumptions are evident that farmers and business people are always men and that a family's well being depends upon how successful men are (not withstanding women's contributions) at meeting their everyday problems. The material in this section perpetuates the idea of traditional work roles, relegated according to gender, in families.

Personalities are not much in evidence except on page 102 where there are two examples of stereotypic treatment of women: 1) "When the neighbors finished helping to build a new cabin, everybody had fun. The women gossiped and prepared a large supper. Young people danced and flirted. The men bragged about...," and, 2) in the story concerning Mr. Muller "taking his wife" to Philadelphia, Mrs. Muller is presented degradingly as a dumb and frivolous wife..."The shops thrilled her," and "but what fun it is to see such lovely new things."

Many good collective sex-neutral nouns are used in this book: Scientists, Europeans, farmers, peasants, Vikings, French fur traders, French explorers, delegates. Once in a great while there is sex-affirmative language. The abundant use of the generic he, men and man, is, however, disturbing. In a sampling of almost 400 pages, multiple generic usage is found on more than twenty pages, in addition to the use of Frenchmen, Englishmen and Dutchmen.

There is under-representation of women in the language content. A tally of the review activities (end of chapter) shows that out of thirty-two chapter reviews, there are nine that mention women and these are a bare minimum mention.

The attractive visuals are primarily paintings and photos. Women are under-represented in visuals and are generally shown as onlookers rather than doers, and are presented in trational work roles. There are approximately 27 special pages that feature contributions of individuals. Creative, original art work is used for these pages. Of the 27 individuals featured, there are 22 men and only 5 women--an under-representation of women.

It is recommended that in future editions the authors rewrite according to sex-fair guidelines which would include: 1) not using the generic he, him, etc.; 2) changing the language so that business people and farmers do not have a male orientation; 3) describe, throughout the content, how women contribute, describe the work they do, and feature more individual women; and 4) include more visuals of women leaders.

Reviewer #3

We the People

D. C. Heath

We the People gives a sex-fair, bias free portrayal of women in history. In several instances it is sex affirmative.

The authors of We the People seemed to make a concerted effort, through the use of sex-fair language and visuals, to depict women in history as active contributors. With few exceptions the language was of neutral gender. There was almost nonexistent stereotyping of occupations and family roles by sex. The few exceptions are noted later in the review. Although the authors used old paintings and photos which accurately reflect life in early days and, therefore, stereotyped work roles according to sex, they also used attractive new illustrations regularly and frequently--illustrations that depict women as active doers.

Instances of bias, as measured by the CEDISS Review Procedure, are minimal and will be mentioned for the purpose of reviewing.

No slurs, that is, disrespectful innuendos, were found.

Concerning sex-role stereotyping in occupations, appropriate collective nouns were used throughout the book: Workers, colonists, delegates, people, Americans, pioneers, Europeans, immigrants, volunteers, craftspeople. There was an occasional "craftsmen"; and "workmen" was used only when appropriately associated with men (pp. 308-309). In one instance (p. 24), pictures show work that Aztec boys may have chosen to do, but there is no mention of work that girls did. Also, (pp. 28-29) the occupation of farmer is established as male by combining it with the generic he.

Sex-role-stereotyping pertaining to family school roles was present in paintings and captions on pp. 101, 103 and 104. It is noted that such paintings reflect the times and were used sparingly and were balanced by pictures depicting the present changing roles of women.

No biasing elements concerning personality traits or physical appearances were found.

The reviewer did not feel that females were underrepresented. The authors portrayed a significant number of women in special story sections, not just in a sentence or two: Abigail Adams; Clara Barton; Jane Addams; Susan B. Anthony, et al.; Rachel Carson, et al. There were three special sections concerning work of women: "Brave Men and Women Meet the Challenge" (pp. 108-109), describing work in colonial days; "Women Meet the Challenge" (pp. 452-453), describing work in World War II; and "Women at Work" (pp. 504-505) describing women's changing work roles. Questions and activities concerning women were included in the chapter review sections.

Concerning visuals, the creative original artwork affirmed women as action-oriented and often presented them in nontraditional work roles, such as, large machine operators and welders. Photos showed women in nontraditional roles of doctor, carpenter, veterinarian; also, presented were some of today's contributors: Rosa Parks and Shirley Chisholm.

The only recommendation is that in the next edition, pictures of men doing nontraditional work be included. The authors of _We the People_ have responded to the need of presenting women in an honest, affirmative way.

Reviewer #3

The American Way

Holt, Rinehart and Winston

The American Way is, generally speaking, sex fair in its presentation of women in history.

Slurs, according to the bias instrument, are statements, modifiers which are derogatory or disrespectful. "Wife of" falls into this category, as used on pp. 163-164, "Abigail Adams, wife of John Adams, wrote to her husband..."; and on p. 75, "...Anne Forrest, the wife of one of the...." Avoiding the use of wife of and presenting women as entities, not appendages, in written content is sex-fair language.

Sex-role stereotyping in language is nonexistent. The generic use of he, man, men is avoided and there is abundant use throughout the text of collective gender-neutral nouns to describe work roles and skills: workers, government leaders, church leaders, Americans, customers, owners, everyone. The use of neutral gender is even carried to an extreme (p. 42) in a caption under a picture of two men designing a ship that reads, "This picture shows two people designing a ship."

Women and their accomplishments are, in general, presented in straight-forward, active language, e.g., the treatment of Queen Elizabeth I (p. 59). In several instances sex-affirmative language lets the reader know for certain that women are present; women, as well as men, are portrayed as "actors and doers": "But when new possibilities appear, men and women begin to reach out for them" (p. 32); also, "Women worked in the fields with men" (p. 89); "The main business for men is fur trading. The women ran the farms, the businesses, and a hospital" (p. 99); "After the time of the contract was up, the servant was free to start a life of his or her own" (p. 80); and, "The merchants of the Lord Company sent 105 men and no women on the first ship to North America in 1606..." (p. 74) a statement that affirms where women were not! The section (p. 94) called "What Did Women Do?" relates specifically and fairly the work that women did in colonial time, as did the section on the Native Americans.

Sex-role stereotyping in occupations and families exists because original paintings and photos are used throughout the book that show a predominance of white males in active roles. It is obvious that an effort is made to create a balance by picturing individual females who have made contributions: Eleanor Roosevelt, Amelia Earhart. The reviewer recommends that more visuals be used that show females in active, professional roles, thus providing visual role models for female students; also, visuals that show women and men in nontraditional occupations.

There are no biasing elements found in the language concerning family-school roles. There is a general feeling that visuals showing men and women in families depict them in stereotypic roles.

There are no biasing elements found concerning personality traits and physical characteristics.

Women are under-represented in long sections concerning explorers, presidents, and governments. In the 28 sections called, "Putting It All Together," the exercise and question section at the end of each chapter, women are severely under-represented...included only on pp. 97, 139, 165, 189, and 613. Women are also under-represented in the 28 timetable charts that have a total of 252 blocks--women are represented in only 12 of the blocks. It is recommended that additional worthy women be added to the charts.

The chart called "Women in America" (p. 707) is a good idea and could be extended to include more women who have demonstrated competence and courage, e.g., Susan B. Anthony, Rosa Lee Parks.

Reviewer #3

This is America's Story

Houghton-Mifflin Company

This is America's Story cannot be judged to be sex-fair; it presents American history from an almost 100% male perspective. While the use of collective neutral gender nouns are abundant, the use of the generic he and man are prolific and make the general overall impression one of heavy male connotation. The biggest problem, however, is under-representation of women.

Slurs, biasing elements that, by innuendo are insulting or disrespectful, are in evidence in the use of "wife of." The use of "wife of" causes women to lose their identity, to be not entities, but appendages, e.g., p. 454, "manufacturer and wife" is terminology that suggests that the female pictured exists only in relationship to the male. Another example (p. 702), "Kennedy slumped into the arms of his wife, who was riding beside him." Jacqueline Kennedy is not mentioned by her name, either in this sentence nor in any sentences relating to the tragedy. Sex-role stereotyping in occupations is evident throughout the book. There are no attempts made to discuss women in relation to any but traditional work roles. The entire section concerned with colonists and their work (pp. 90-94) has a pervasive male tone; the discussion of crafts and trades has a distinct male orientation. Likewise, there is stereotyping according to sex roles in the visuals. Stereotyping in paintings and photos reflecting olden days is understandable, as they reflect "life at that time." Stereotyping existing, however, in newly created illustrations is not so understandable. The new illustrations depict women as passive and as on-lookers, as opposed to being active doers. Nor is an attempt made to present women, visually, in nontraditional work roles. The persistent use of male characters in illustrations (p. 270) carries a strong visual message that men are the traders, the manufacturers, the competitors--in other words, the actors, the doers. Stereotyping by sex in family/school situations is not too evident as these situations are not discussed to any great amount. An example of women's roles comes through clearly on page 5: "There is no chimney and your mother has no oven in which to do her baking."

Stereotyping according to personality traits and physical characteristic traits are minor.

The use of many gender-free nouns shows an attempt by the authors to be sex-fair: Colonists, people, traders, merchants. However, the prolific use (see pp. 14, 69, 70, 71, 105, 110, 155, 565 for examples) of the generic he, men, man, Englishmen, Frenchmen, businessmen, frontiersmen, forefathers, affect the previously mentioned nouns. The aura of a male orientation prevails. In addition, "her," a female gender reference word, is used to refer to Lisbon, Portugal, Fulton's Folly, and America (see examples pp. 16, 30, 279, and 619).

The greatest and most serious biasing element in the book was under-representation of women which is caused by all (except one - p. 533) of the original stories having male characters and nearly 100% of the original visuals depicting male characters.

Pertaining, specifically, to under-representation of women in language are the following cited instances that perpetuate the feel of women's "nonexistence" in historical documentation:

- Although Queen Elizabeth I was a capable ruler (p. 64) nothing is said about what she did, except that she made Sir Francis Drake a knight!

- Original stories are almost 100% from a male perspective with not only under-representation, but no representation of women.

- pp. 56-63 - Letter from Philip is from a complete male point of view. (Male friend - Spanish official - is quoted, along with highest viceroy, who is male and male Uncle Pedro.)

- p. 208 - A quote from male sports perspective: "When we play football, basketball or baseball, we are expected to follow the rules of the game."

- p. 271 - Story about Mr. Smith and Mr. Jones.

- p. 312 - Story about three men and how their backgrounds relate to adjustment in the West.

- p. 381- Story regarding southern planter and visiting neighbor: Mr. A and Mr. B.

- p. 527 - Story about Mr. John Country who visits the city.

- p. 531 - Story about John Jones and wife (no name) and his Iowa farm family and grandson Albert Jones.

- p. 727 - Activity question about a boy preferring sneakers to moccasins.

- p. 565 - Dorothy Thompson's story regarding "What is an American?"

In addition to the cited passages (above) that have complete male orientation, there is general under-representation of individual worthy females who have contributed throughout history--or in cases where there is mention, not adequate space is alloted to the contribution. Specifically, except for Truth, Tubman, Addams and Rosa Parks, most all women mentioned in the entire book are in pp. 535-564 (Chapter 26). In addition, women are grossly under-represented in all chapter/unit review sections except one (pp. 564-569). In a sampling (pp. 724-729) out of 41 subjects in a section called, "Can You Identify," only two reflect females: Rosa Parks and the Twenty-Seventh Amendment!

Women are under-represented in visuals as well as in language. Out of, for instance, 18 specially illustrated sections relating to particular individuals, only one (p. 550 - Clara Barton) related to females.

And, in general illustrations, men outnumber women by a substantial number in a high percentage of illustrations (example pp. 44-45). In addition, male figures are used exclusively in all cartoon drawings - see pp. 70, 210, 270, 324, 387.

Reviewer #3

Two Centuries of Progress

Laidlaw Brothers

The general conclusion concerning Two Centuries of Progress is that it has serious sex-biasing elements. Although there are only a few instances of generic usage (he, man, etc.) and abundant use of gender-neutral collective nouns, there is a strong prevailing tone throughout the general context of heavy male orientation. Subtle sexism is evident as the woman is assigned (see sex-role-stereotyping in occupations) the "house" role as opposed to men and women sharing house and work outside the home responsibilities. Also, with few exceptions, women are not much in evidence in the general content or in the activities review sections.

In comparison with men, not much is written about women and the work they did throughout the years of early history. Also, in comparison with men there are not many pictures of women as active contributors. On the positive side, there are a few sex affirmative examples of language and visuals: 1) there is occasional use of men, women and children; see pp. 25, 554, 579, 580; 2) there is a picture of a man teaching little children on page 65 and pictures of women doing nontraditional work on page 516.

The indepth "Focus" section, p. 500-521, seemingly a complete historical perspective, separates women out of the general content --almost like they had been left out and were added in - in "Focus" form - to make the book sex-fair.

Concerning stereotyping as measured by the CEDISS instrument, slurs were no more than a slight problem. The use of "wife","wife of", are discouraged, in general, as they suggest a dominant, subordinate role between men and women. The examples found on pp. 24 and 76 are not serious offenses.

Subtle sexism is evident in quotes regarding occupation-family/school roles. The following definition of sexism helps pinpoint the bias in the subsequent quotes. "Sexism is anything that limits a person's role in life according to gender. . . Usually it takes the form of assigning girls and women to subordinate passive roles, limiting their participation in the areas most valued in intellectually and economically in our society and reinforcing dominant roles and activities outside the home for men and boys." From Macmillan - Guidelines for Creating Positive Sexual and Racial Images in Educational Materials, p. 3.

Examples of sexism in language:

- p. 514 - "And, in general, women proved they could do a man's job as well as run a home and raise a family."

- p. 359 - Section "Trends in Industry" reference to business leaders is in fact business men and means men - not generic. Stereotypes according to sex who runs business.

Examples of stereotyping by sex-roles that assign:

- p. 397 - "These people also helped to set up boy's clubs, day nurseries for working mothers, gymnasiums and schools."

- p. 482 - "Many wives were freed from normal household chores by the use of time-saving electric appliances. Some wives found that they had time to work and raise a family."

- p. 549 - In reference to depression years: "For example, women baked bread, made clothes, and preserved foods" (Was it truly all women who performed these tasks?)

- p. 650 - "Housewives and other groups of people began to demand lower prices and better goods."

An example of stereotyping according to personality traits is assigning "bad" behavior to males by using "him" and "his" in this statement:

- p. 86 - "There was also a law which said that when a child became 'rude, stubborn and unruly,' the government could take him from his parents."

An example of stereotyping according to personality traits is assigning "bad" behavior to males by using "him" and "his" in this statement: "There was also a law which said that when a child became 'rude, stubborn, and unruly,' the government could take him from his parents." (p. 86)

There was no stereotyping according to physical appearances found.

The general feel of the book is one of under-representation of women, both in written content and visuals. With few exceptions (excluding "Focus") there is little written about what women did. Visuals depict mostly males in activities. Cartoons, almost 100% use male characters. Activities questions in chapter reviews: more than 20 sections make no mention of individual women, progress in women's rights, etc.

There is good use made of gender neutral collective nouns and slight use of the generic man, whiteman, Englishmen, frontiersmen, businessmen - see pp. 13, 22, 25, 45, 74 and 402.

Reviewer #3

The Free and the Brave

Rand, McNally and Company

The authors of The Free and the Brave recognize and reflect in their writing that history can be written in a sex-fair manner.

There are only a few biasing elements in this book, as measured by the CEDISS review instrument.

There are no slurs or derogatory innuendos. There are no "wife of's" noted. The authors are quite careful to frequently use the word "married" as on p. 527. "In 1886 he married Frances Folsom, who was then twenty-two years old," and on p. 14, "Thorfinn and Gudrid were married...." If the word wife is used, it is used infrequently and always naming the woman.

There is no stereotyping in language noted relating to occupations. There is 100% use of gender-free nouns and no use of generic he, man, men, etc. Therefore, the general feeling comes through that workers, farmers, etc. are not stereotyped according to sex.

The visuals that depict life in past times reflect the traditional sex-role stereotyping of the times as they relate to occupation, family, and school roles. These visuals are balanced, somewhat, by visuals near the end of the book portraying women in nontraditional work: mayor, senator, lawyer, etc.

There are no biasing elements relating to personality traits.

Concerning physical characteristics and appearance, the reviewer wonders if a male with blue eyes and black hair would be recorded, as on p. 288: "Dolly Madison was the blue-eyed, black-haired wife of the fourth president. She was a Quaker and very popular. Because she was friendly, she was able to influence people."

Concerning under-representation of women - there seems to be under-representation in the number of visuals of women compared to the number of visuals of men. The visuals, many of them reproduced paintings, are attractive. Using more visuals to reflect women in working, contributing roles would help balance out all the visuals depicting men in war and government.

Although there are special well-written sections on changing roles of women (p. 348), women's rights (p. 350), Women in Civil War (p. 416), and New Gains for Women (p. 613), and New Directions include Women (p. 672), it is felt there is little mention of women and women's work between pp. 102-317.

Under-representation is also evident in chapter and unit review sections. Although there are sporadic questions regarding women in some sections, there is practically no mention of women in these sections from p. 122-290.

Generic use of he, man, mankind, Englishmen is nonexistent, making readers feel that women and men are being presented as active participants. When the word "men" is used, it means men; and the use of men and women as in (p. 6) "The men and women of those days lived short lives full of dangers," sets a tone at the beginning of the book that affirms women's presence.

And, the caption under a woman's picture (p. 127), "A European farm worker of the 1600's" helps to affirm women's role as farmers.

Reviewer #3

American Adventure Series

Scholastic, Inc.

American Adventure Series is a gratifying and unique account of American history. The book answers the need of affirming the place of women in history; it is an example of authors responding to a need that history include, in an integrated format, the contributions of women as well as men.

The book reflects well the aura of the country - from "flappers" to "hippies" - women are presented in real, rugged working roles: in sweatshops and on picket lines. Women's issues, as well as contributions of individual women, are interwoven in a logical manner. More than this, the authors describe the socialization process that leads to sex-stereotyping.

Using the CEDISS Bias Review as a measure of bias, there are almost no biasing elements found.

Slurs, described as being modifiers that are disrespectful to a group, are present. "Wife of", "young wife", fall into the slur category. Persistent use of "wife" presents a bias that suggests unequal relationships between men and women: a possession or a dominant-subordinate role between persons. "Wife" is noted in the following examples:

- p. 28 - "Helen de Champlain, the young wife of Samuel, came to Quebec to live for several years."

- p. 74 - In speaking of Jefferson: "They were part of his conversations when he sat down to dinner with his young wife, Martha."

- p. 144 - "They hired a French-Canadian trapper to help them with Indian languages. His wife, Sarajawea, was a member. . ."

- p. 405 - "He and his wife, Sophie, were visiting the town of Sarajevo."

- p. 516 - In speaking of Einstein, "The world famous scientist and his wife, Elsa, were about to leave Germany."

- p. 663 - "One day in 1972, Bob Light and his wife, Lee, moved to a farm."

Restructuring of these sentences is desirable in order to present the female as being in an equal relationship, e.g., "One day in 1972, Lee and Bob Light moved to a farm."; and, (re: Jefferson) "Tom and Martha Jefferson, when they were eating dinner, often talked about the ideas of liberty and tyranny and human rights."

The reviewer notes no sex-bias relating to occupational or family-school roles. Appropriate collective nouns are used throughout: travelers, hunters, citizens, business leaders, the French, the British, the Pueblos. . . Interspersed in the language, constantly reminding the readers that women are present, are affirming statements:

- p. 13 - "A small group of men, women and children move swiftly, but steadily, across a grassy field."

- p. 29 - "The men, women and children on the ship looked up."

- p. 34 - "In this colony, men and women would be free to worship in whatever way they wished."

- p. 373 - "There was little help for a person who lost his or her job or got hurt."

- p. 434 - "To this day, men and women still argue the case."

- p. 692 - Referring to Whitman answering a question: "The greatest city is that which has the greatest men and women."

Sex-role-stereotyping in occupations is not evident in visuals. The visuals in the book affirm women as active doers and workers.

There are no biasing elements relating to sex-role-stereotyping in personality traits and physical characteristics and appearance.

Quite the opposite - the picture on p. 533 is a positive example affirming a full range of emotions for men.

With few exceptions under-representation of women in language and visuals is not a problem. Women are portrayed in a full range of life roles throughout the general content and many are presented indepth. Two exceptions to the previous statement are:

1) There seems to be a general lack of women from p. 86 (Nancy Hart) to p. 165. Sacajawea (p. 144) is in this section and possibly deserves more than a mention.

2) There seems to be a general under-representation of women in the chapter review sections: "PUTTING EVENTS IN ORDER", with a reasonable representation in "INTERPRETING A SOURCE".

There is perfect use of neutral gender words throughout the book - with no generic usage of he, man, etc. - except one example which seems incongruent with the rest of the book: p. 581 - "Our businessman, though satisfied with his profit, might also have had questions about the future."

Reviewer #3

America! America!

Scott, Foresman

America! America! is not only sex-fair, it is sex -affirmative. Women are fully represented throughout the book as courageous, contributing, hardworking actors and doers. More than this, attitudes toward women are explained.

In reviewing the book using the CEDISS instrument - no slurs were noted. The reviewer noted, for example, the frequent good use of "married" rather than "took for a wife" - p. 81, "Some soldiers married young Indian women instead", and p. 241, "Many Spanish colonists, therefore, married Indian women." Also noted is the straightforward sex-affirmative use of names, e.g., p. 257, "John and Martha Lytle" rather than, for instance, "John Lytle and his wife, Martha".

No sex-role-stereotyping in occupational roles are noted. Integrated and woven throughout the content is continuous reference to the responsibilities of women. When the responsibilities of women were underestimated in history, it is discussed (p. 116 & 117) as it is discussed when women were not involved in certain tasks, e.g., p. 136: "Most believed that a man could become whatever he wanted, but a woman had limited choices." A good choice of visuals throughout the book depicts women in a full range of active roles.

No sex-role-stereotyping is noted relating to family-school roles. Content on page 139 explains the expectations of colonial women in families, among which are "to serve and obey her husband"; also explained (p. 140), is the role of education in boys' lives as opposed to girls. Many texts ignore mentioning the fact that young women were treated differently in expectations than young men.

No sex-role-stereotyping concerning personality is noted, nor concerning physical character/appearance. The reviewer notes, in fact, the affirming statement regarding dirt on p. 25, "A. . .girl with dirt on her face and in her. . .hair. . .

and an equally dirty boy. . .found the skeleton of the dog 28 feet down in the six-foot-square hole. . ."

Under-representation is not found to be a biasing element. Women's work is discussed regularly throughout the content. Also, contributions of many female individuals are related: affirmation, for instance, is given to the important role of Sacajawea,which many texts ignore. Women are represented fairly and often in visuals throughout the book. Chapter review sections include a high percentage of activities and questions relating to women.

There is 100% use of gender-free terms. The language affirms throughout the book what women and girls, as well as men and boys, did throughout the years. Examples: pp. 24, 43, 74, 81, 84, 88, 89, 104, 589.

Reviewer #3

Let Freedom Ring

Silver Burdett

The authors of Let Freedom Ring display exceptional awareness as they present the full range of women's skills and abilities relating to work (toil), athletic, political, administrative and educational roles. Women and their contributions are presented frequently throughout the book in a natural, integrated manner. There is a persistent and thorough effort on the author's part to be sex-affirmative toward women in the presentation of history.

There are no biasing elements relating to slurs - that is, no disrespectful innuendos. Care is taken, in most instances, to use terms that show equal relationships between men and women who are married, rather than terms like "wife of" that indicate possessions. The tone, in fact, was set at the beginning of the book (p. 4) with "Mr. and Mrs. Grogan were waiting at Logan Airport. . ." - identification that suggests equality. Additional examples of straightforward presentation of women and men who are married are: p. 258 - "Thomas Lincoln married Nancy Hanks"; p. 342 -"That night, the President and Mrs. Lincoln went to Ford's Theatre."; and p. 416 - "In 1881 Louise Blanchard opened an architectural office with Robert A. Bethune. Three months later, the partners married."

Concerning sex-stereotyping in occupational roles - there is evidence that the authors affirm women and men in roles that are considered to be nontraditional for their sex and that they refer to men and women sharing equally in tasks: Examples: p. 40 - "Indian women did most of the home building. . ."; p. 41 - ". . .men and women shared the tasks of agriculture"; and p. 41 - "Among the Hopis, men were the most skillful weavers and worked intricate designs into the cloth they wove." On page 130, there is a reference to Madame Sarah Knight, in Year 1704, as school teacher and business woman. When the term business man was used, it was in relation to a particular man in business. On page 164, Abigail Adams is presented in text as a "manager of family business affairs" and visually doing hard, manual labor.

The many traditional visuals showing men "acting and doing" are balanced by original sex-affirmative illustrations (p. 393) and photos (p. 487) that reflect nontraditional occupational roles.

There is no stereotyping by sex-roles in family/school. In fact, there seem to be instances of deliberate sex-affirmative role reversal (p. 185). "Mrs. Smith and the boys want to go camping. Mr. Smith and the girls want to stay in a resort hotel."

There is no bias concerning stereotyping in personality traits and physical characteristics/appearance.

Women are not under-represented. As stated before, one feels an inclusion of women because they are referred to often in the natural flow of the commentary. There are, in addition, special sections and visuals featuring individual women. Special note is made of the first female professional architect, Louise Blanchard; spies, Pauline Cushman and Belle Boyd; athlete, Billie Jean King; and biologist-pollution predictor, Rachel Carson.

Although women are not mentioned in 100% of all activity-question review sections, one has the feel from content that there is a "people-connotation" which includes women.

There is no generic use of "he", "man", etc.: when "man" is used, it means man, a male. Sex-affirmative use of "men", "women", "female" is often used - examples on pp. 37, 109, 356, and 415.

One exception to the 100% use of gender-free pronouns is the use of "her", a form of stereotyping, to personify a state and country: (p. 457), "In a treaty, Hawaii agreed to give up none of her territory. . ."; and (p. 506), "France was reluctant to give up her former colony. . ."

A dubious use of the word "heroine" is noted on p. 371. The reviewer subscribes to the notion that "Anyone who performs a heroic deed is a hero, regardless of their sex." Quote from The Handbook of Non-Sexist Writing, authors Miller and Swift.

The reviewer notes the successful sex-affirmative attempt of the authors (pp. 551-554) to explain why women are considered to be a minority group and why they are "often not developed or used to their full potential."

SUMMARY OF

FINDINGS AND RECOMMENDATIONS

Reviewer #3 (SEX BIAS)

The CEDISS procedure, adopted by the Michigan Department of Education, was the instrument used to review the ten social studies texts for negative bias relating to sex. The reviewer examined the texts for the following biasing elements:

- Slurs - modifiers/innuendos which are derogatory or insulting to females.
- Stereotyping according to sex:
  - in occupational roles
  - in family/school roles
  - in personality traits
  - in physical traits/appearance
- Under-representation of females in language and visuals.
- Generic use of words.

The following quote concerning sexism serves as a general point of reference for defining sex-bias and thus for reviewing for sex-bias:

> "Sexism is anything that limits a person's role in life according to gender (other than actual reproduction). Usually it takes the form of assigning girls and women to subordinate passive roles, limiting their participation in the areas most valued intellectually and economically in our society, and reinforcing dominant/roles and activities outside the home for men and boys." (Macmillan: Guidelines for Creating Positive Sexual and Racial Images in Educational Materials, p. 3).

The reviewer notes that the texts were examined for sexist language; no comment was made if sexist language occurred in quotes representing language spoken in earlier or "different" times. Also, the reviewer reviewed only the student texts - no teaching materials.

FINDINGS:

Of the ten books reviewed, there were some that displayed considerable sex-bias; some that would be considered sex-fair; and some that were skillfully written models of how history can be written in a sex-affirmative manner. The conclusion is that most editors and authors seem to be responding to feminists' concerns and are at last, beginning to present women, as well as men, in a full range of life roles.

Sex-Biased Books

The following specific instances of bias were noted in the books (not all of them in any one book) where a heavy male connotation (sex-bias) prevailed:

- re: Slurs
  - Terminology used, in several instances, suggesting a possessive or dominant-subordinate role between married men and women: "wife of" and "wife".
  - A story about a man "taking" his wife to Philadelphia, that perpetuates the perceived negative notion of inferiority, superficiality, passivity and giddishness in women.
- re: Stereotyping by sex in occupational/family roles
  - Instances of negative bias were noted in language and visuals. Visuals in the biased books tended to reinforce the traditional notion of passivity in women and depicted women as onlookers as opposed to active contributors. Language in the biased books generally supported the traditional work roles for men and sons, women and daughters; assigned work roles according to gender, and made reference to a predominance of males in active-doing, decision-making roles.

- re: Stereotyping by sex in personality and physical traits
  - Instances of stereotyped and traditional "female" characteristics were used to describe women: beautiful, pretty, young; women "gossiped"; also, the noting of color of hair and eyes of women but not men.
- re: Under-representation
  - Generally, in the biased books there was an under-representation of women in the general content - in language and in the number of visuals; also, an under-representation in charts, activity and chapter review sections, stories and cartoon drawings.
- re: Generic usage
  - In the texts reflecting sex-bias, generic use of the words, "he", "him", "men", "man", prevailed, generally accompanied by the multiple use of Frenchmen, Dutchmen, frontiersmen, etc. - causing the general context to be male oriented. In one book several cliches using the generic "man" were used. "Her" was used rather frequently to refer to geographic localities or to objects.

Sex-Fair Books

Several of the books reviewed were sex-fair. The authors displayed an awareness regarding biasing elements. 100% gender-free nouns and pronouns were used. Visuals, generally speaking, were quantitatively significant; and, qualitatively, they represented women in a variety of active roles. The representation of women, in some cases, was sparse in certain sections, such as those dealing with explorers and presidents, but was bolstered by special sections on women. There were instances of sex-affirmative language being used.

Sex-Affirmative Books

The reviewer was most encouraged to find that the authors of several of the ten books have responded creatively and skillfully to today's need of presenting women and men in a full range of viable life roles. The laudable sex-affirmative presentation of women in these books was evidenced by the following generalized findings:

- women's contributions are plentiful and are integrated into the text.
- sex-affirmative language is used: men meaning men, women, females, children, etc. - and no generic use of "men" - resulting in a "people" connotation.
- language and visuals affirm what women and girls did throughout the years - as well as what men and boys did.
- language and visuals affirm women and men in roles considered to be nontraditional for their sex.
- women are portrayed in full range of life roles.
- frequent use of straightforward term "married to" rather than "wife of".
- sex-stereotyping is discussed as an issue and a problem, also, women not being involved in certain tasks. Socialization process leading to stereotyping is described.

RECOMMENDATIONS:

1. Re: General Content

   a. Women should be presented as the courageous, skilled, hard-working problem-solvers and decision-makers they have been and are today; that is, contributors.

   b. Men and women should both be presented as capable of experiencing the whole range of emotions: tears, joy, anger, etc.

   c. Women and men should be presented in full range of occupational/family roles, for instance, men in teaching, helping, parenting roles, as well as women in nontraditional vocational roles.

   d. Authors should seek out more women who have made worthy contributions and present them in depth.

   e. Women should be presented consistently throughout the text - not simply featured in special sections. Female oriented material should be included in activity chapter review sections, charts, stories, cartoon drawings, etc.

2. Re: Language

   a. Care should be taken that occupational and family roles are neither assigned nor suggested through generic use of words. In other words, avoid the use of generic "he", "man", "men", Dutchmen, frontiersmen, etc.; also "her", relating to objects, storms or geographic localities.

   b. Married women and men should be presented in equal, not dominant-subordinate relationships. Use "married" or "married to", rather than "wife" or "wife of".

3. Re: Visuals

   a. Visuals should be used to affirm women as active contributors.

   b. Creative illustrations should be used to depict women in active, doing roles. Original artwork can be used to balance or offset traditionally used authentic paintings and photos that tend to depict women in passive roles.

   c. Visuals should be used to portray men and women in their full range of life roles - in both traditional and nontraditional occupational and family roles.

Reviewer #4

American History for Today

Ginn and Company

Overall the textbook leaves a lot to be desired in its treatment of the Hispanic people. For the most part it portrays them in defamatory and derogatory terms. For example, the Spanish are depicted as cruel and barbaric, primarily driven by greed for gold and booty. There is no attempt to discuss other reasons that might have lead to Spanish exploration or colonization. Another common description used throughout the textbook for the Spanish is the term "weak," particularly when Spain is involved in some conflict with the United States. However, in fairness to the textbook, the authors have included sections which discuss the reaction of Latin Americans to certain questionable actions by the United States. Yet this by no means makes up for the largely negative viewpoints of Hispanics which characterize most of the content.

In discussing Mexicans the textbook again reflects a bias against them. They are not well treated in the sections which deal with the Texas revolution of 1836 or the Mexican War. For example, the textbook portrays the governing of Texas by Mexico as poor and oppressive, while depicting the Anglo-Texans as freedom-loving. During the revolt itself, Mexicans are described as brutal and callous or as cowardly. The section on the Mexican War is not much better in its portrayal of the Mexican people and their government. A great amount of re-writing needs to be done to rectify these slurs and to provide a more balanced and accurate picture of what happened during this period.

In addition to the biased portrayal of Hispanics, the textbook suffers from a number of important omissions in terms of Hispanic American History. This is particularly evident in those parts of the textbook which cover the 20th century. For example, the Mexican Revolution of 1910 is not even mentioned. This and the presidency of Porfirio Diaz were important in contributing to a renewed influx of Mexicanos to the United States.

No information on Mexicanos and Mexican Americans is included for the decades of the 1920's, 1930's, 1940's and 1950's--periods of great importance in the social, political and economic development of the Mexican/Mexican American community. What little information is included in the modern era, the 1960's and 1970's, is of a token nature. A glaring weakness is that the textbook contains very little on the Puerto Rican people and totally ignores the Cuban Americans.

Reviewer #4

America: Its People and Values

Harcourt, Brace, and Jovanovich

The sections of the textbook which deal with the Pre-Columbian civilizations and the Spaniards are very good. They provide a balanced account, and the authors have avoided the Black Legend approach so often used in describing the Spanish conquest. The same is true for the coverage of the Texas revolution and the Mexican War, which on the whole are treated fairly and accurately by the authors.

The latter sections of the textbook are disappointing in their treatment of Hispanics. In fact, the textbook almost completely ignores the Puerto Rican and Cuban people in the United States during the 20th century. The information on Mexican Americans is sketchy. Important events such as Mexican immigration to the United States during the early 1900's, the importance of Mexican/Mexican Americans in both world wars, their migration and settlement in urban areas, the mass deportations of the 1930's, the continuing discrimination in the 1940's, and the further development of organizations are all omitted from the textbook. Only one major Mexican American leader is discussed, that leader being Cesar Chavez. It is hoped that these glaring shortcomings and omissions will be remedied in the next edition.

Reviewer #4

We the People

D.C. Heath

The textbook contained general and, at times, sketchy information on the Spanish, Mexican, Mexican American, and Hispanic people. Because of this, important historical events reflecting Hispanics in the United States were not adequately discussed or analyzed in terms of causes and consequences. This shortcoming is especially evident in the sections of the textbook which dealt with the Texas revolution of 1836, the Mexican War and the Spanish-Cuban-American War. There was very little information provided with regard to the Mexican and Latin American people. For example, the Mexican War was discussed in two paragraphs and the Treaty of Guadalupe Hidalgo was not even referred to. In essence the Mexican War represents a watermark in Mexican American History because it was this war that made Mexican people of the Southwest citizens of the United States. In terms of the Spanish-Cuban-American War, the textbook fails to adequately examine the causes of the war and its impact on the Cuban people.

The lack of information on Hispanics is even more glaring during the chapters which treat historical events in the 20th century. Usually the textbook refers to Mexican Americans in the context of its discussions on other minorities. This presents problems. First of all, information on minorities is of a general nature, thus not of great help in providing students with a well rounded picture of the ethnically and culturally diverse world in which they live. Second, the grouping of minorities in the textbook creates the danger of minorities being seen as homogeneous. This is of course inaccurate. Finally, the Hispanic people do not receive the recognition or attention they merit for their roles and contributions to the development of this country. For example, the textbook omits an examination of Spanish/Mexican contributions to the mining industry, to the development of the West, and to the building of the Southwest. It omits a discussion of their migration and immigration patterns in the 1900's, their mass deportations in the 1930's, their heroism in World War II, and the discrimination they encountered throughout. The textbook made no reference to Mexican American or Hispanic organizations and leaders, although to its credit it did include a brief profile of farm worker organizer Dolores Huerta. It almost totally ignored the presence and role of the Cuban and Puerto Rican people in this country as well. Thus, a great deal of information needs to be written into the next edition in order to correct these weaknesses and deficiencies in the textbook's content.

Reviewer #4

The American Way

Holt, Rinehart, and Winston

The textbook portrays the Spaniards as cruel, brutal and callous conquerors whose sole motivation was greed. In brief the textbook perpetuates and reinforces many of the negative attitudes which are part and parcel of the Black Legend mentality present in much of historical writing concerning Spain and its people.

The textbook also denigrates Spanish and Mexican institutions and practices by describing them as stagnant, "different," and ineffective when compared to the more "dynamic" and "progressive" institutions extant in the United States. There are also some factual errors throughout the textbook which need to be corrected. (see attached specifics)

A number of important historical events and issues affecting or involving Hispanics are either omitted or given somewhat sketchy treatment in the textbook. This includes the following areas: the Monroe Doctrine, the Texas revolution of 1836, the Mexican War and its causes, and the Spanish-Cuban-American War. However, the textbook does contain some useful information on Hispanics, especially during the 20th century. Nonetheless there are significant gaps in that information, especially concerning Hispanics during the Great Depression and World War II. There is a noticeable dearth of information on the Puerto Rican and Cuban people throughout the textbook, and this needs to be addressed in future editions.

Reviewer #4

This is America's Story

Houghton Muffin Company

Overall the textbook provided a fair and balanced discussion of the Spaniards, Mexicanos, and other Latin Americans. Generally it described the Spaniards and Latin American people in positive terms and provided information that is generally overlooked or omitted from American history textbooks. It gave credit to Hispanics for their courage and accomplishments and it included a number of useful pictures and photographs depicting the diversity in their culture and history. The letters written by Phillip Andrews concerning Spanish colonial life and institutions were both informative and innovative. The only question being why the authors chose to make Philip Andrews the son of an English father and a Spanish mother? The textbook also contained useful comparisons as to how colonists lived in the French, Spanish, and English colonies. Its coverage of the Latin American revolutions of 1810-1821 were both interesting and informative, as was its discussion of the major Latin American leaders. It even contained information concerning how Brazil gained its independence.

In the chapter concerning the Spanish-Cuban-American War, the textbook acknowledged the long struggle of the Cuban people to gain independence. It also argued that Spain made concerted efforts to avoid war with the United States in 1898. It also did a good job of describing United States - Latin American relations in the 20th century.

The major flaw in the textbook is that it did not discuss the role, history and contribution of the Hispanic American people in the United States in the 20th century. For example, it contained no information on the Mexican/Mexican American people at all. Thus it overlooked their migration and settlement, their contributions to America's development, their battle against discrimination, or their heroism in America's wars. There was nothing on the leadership or organizations of the Mexican American people in this country. The same critism applies in terms of its omission of the Puerto Rican and Cuban peoples. This is unfortunate given the fine job the textbook did in weaving in the history and culture of the Spanish, Mexican and Latin American people in the decade preceding the 20th century.

Reviewer #4

Two Centuries of Progress

Laidlaw

I found the interdisciplinary approach of the textbook both useful and interesting. Another outstanding aspect of the textbook was the cartoons, photographs and charts. Not only were they well done, but many of them contained captions with useful information and challenging questions.

Overall the textbook represented a solid attempt to present a balanced picture of Hispanics, their history and the issues and events surrounding their experience within the framework of United State history. The information concerning Hispanics is for the most part useful and accurate. My criticism of the textbook, therefore, is not so much about what was included but rather about what was left out. A significant number of important issues, events and personalities were completely omitted, particularly with regards to Hispanics in the 20th century. In other areas, the information was a bit too sketchy to be of much use to students. I hope that these shortcomings will be remedied in the next issue, especially given that this textbook reflected a sensitivity to the Hispanic experiences it covered.

Reviewer #4

The Free and the Brave

Rand McNolly Company

Overall the textbook provides an interesting and well balanced treatment of the Spanish in America from the 1500's to the onset of the revolutions for independence which began in 1810. The textbook uses selected quotes from the major participants in the exploration, conquest, and settlement of the Americas and supplements the narrative with good illustrations and photographs. It also acknowledges Spanish and Indian contributions to American society.

The textbook also provides a fairly balanced account of Mexican/Mexican American history, particularly in its discussion of the causes of the Mexican War and its aftermath. It contains information on Spanish/Mexican contributions in mining. In discussing the Spanish-Cuban-American War of 1898 the textbook provides a sympathetic account of the Spanish and Cuban people's struggle and the reasons behind it. It also provides information on the reaction of the Latin American people to United States intervention in their affairs.

A serious flaw in the textbook is the lack of information on Hispanics in the United States during the 20th century. The roles, contributions and history of the Mexican American are overlooked, thus ignoring a number of important issues and events. For example the mass deportations of the 1930's were not discussed, the heroism of Mexican Americans in World War II and the discrimination that they suffered (i.e. the Zoot-Suit Riots in Los Angeles in 1943), the further growth and development of Mexican American communities in the 1950's, and the resurgence of activism in the volatile sixties and seventies. Information is also seriously lacking on Puerto Rican Americans and Cuban Americans throughout the entire textbook.

Reviewer #4

American Adventures

Scholastic

The textbook leaves a great deal to be desired in terms of its treatment of the Hispanic people. For example, Spain and its people are portrayed as cruel, barbaric, gold-hungry conquerors. In essence the textbook reinforces and perpetuates a number of Black Legend attitudes and concepts.

The relationship between Hispanics and the United States, as depicted in the textbook, is largely discussed in terms of an adversary one. Furthermore, the result is that the Hispanics always "lose" to the more powerful and aggressive Americans. Hispanics are usually characterized as poor, powerless and largely residents of the Southwest. This is of course inaccurate and a great deal of re-writing needs to be done to rectify this. The textbook also suffers from a dearth of information on Hispanics, particularly in the 20th century. Thus, information on Hispanics during important periods of development are omitted--information which would be of value in describing the Hispanic experience to students in a positive and progressive manner. While there is some attempt to focus on Hispanic contributions in some areas (i.e. the West) and the works of Father Serra, a lot more information needs to be added. Finally, there is absolutely no reference made to other Hispanic groups such as the Puerto Rican or Cuban people in the United States. This is a serious flaw that needs to be remedied.

Reviewer #4

America! America!

Scott, Foresman, and Company

The chapters which discuss the Spaniards need to be re-written. They generally denigate the Spaniards, portraying them as greedy, cruel and callous conquerors. Spaniards are also depicted as gullible adventurers driven by fanciful legends of wealth. Furthermore they are described as conqueros while other Europeans are described as colonists and settlers.

The textbook suffers from a number of omissions and from sketchy discussions of events of importance in Mexican/Mexican American and Hispanic history. For example the sections on the Texas revolution and the Mexican War are superficial and would benefit from further discussion and analysis. References to Hispanics become less evident in the chapters covering the 20th century. There is almost no reference to Mexican/Mexican American migration during the first half of the 20th century. There is no discussion of the roles and contributions of Hispanics in World War II and no information on blatant acts of discrimination such as the mass deportations of the 1930's or the Zoot-Suit Riots of 1943. Overall there were a great number of gaps concerning Mexcian American history. Furthermore there is a glaring lack of information of or reference to the Puerto Rican and Cuban people in the United States. Thus, there is a need for re-writing and for the addition of a great deal more information.

Reviewer #4

Let Freedom Ring

Silver Burdett

In the period before the onset of the 20th century the textbook does a good job of discussing the role and contributions of the Hispanic people. The Spanish receive a well-balanced treatment in those sections which describe their efforts at exploration and colonization. In brief many of the Black Legend attributes so often used describing the Spaniards are omitted, which is a refreshing change.

The material on Hispanics in the latter chapters of the textbook represent a good starting point in discussing their importance and role in the United States during the 20th century. A couple of serious weaknesses involve the lack of information on Mexicans/Mexican Americans during the period from 1900-1950. Another serious weakness was the lack of information on the Puerto Rican and Cuban people in the United States throughout the textbook. Hopefully, these shortcomings will be remedied in the next edition.

The photographs and captions pertaining to Mexican Americans and Hispanics are useful and reflect the diversity of these people. There are also a number of helpful unit activities in order to supplement the information in the textbook. Hispanics were not always described as adversaries to the United States and efforts were made to include a discussion of both sides of issues.

Reviewer #4

Hispanics

Summary of Findings and Recommendations

All of the United States history textbooks which were reviewed contained three serious flaws. One flaw was that they all failed to relate the Indo-Hispanic, and Mexican heritage to the Mexican American people in the United States. These texts failed to recognize that the history of the Mexican American people is ultimately linked to that of Mexico, Spain, Meso-America and the United States. Thus, the tendency was to either exclude significant portions of Mexican American history, treat it in a cursory and token fashion, or segregate it from the overall fabric of American history. A second flaw was the lack of content on Hispanics during the 20th century. For the Hispanic people this century has brought profound changes and growth. Furthermore, they have played a vital role in the development of this country. They have both been affected and have in turn impacted upon the course of events. Yet, their roles and accomplishments have been almost totally excluded from the textbooks. A third flaw involved the almost complete exclusion of any substantive information on other Hispanic groups such as the Puerto Ricans and the Cubans. They were generally discussed in a few paragraphs towards the end of the textbooks or they were grouped under the heading of "other minority groups" or other Hispanics. This cursory and unbalanced treatment does not do justice to the Cuban and Puerto Rican peoples and it implies that their history, culture and presence in the United States are of little import. This hasty treatment further reinforces the misconception that Hispanics are "outsiders" in this country. It ignores the fact that the root culture of many Hispanics, whether Puerto Rican, Cuban or Mexican American, lies in the United States. Finally, this lack of information downplays the struggles and accomplishments of the Hispanic people.

All of the textbooks did contain information on the Pre-Columbian civilizations, on Spain, and on Mexico. The quantity and quality of information, however, varied. For example, Two Centuries of Progress (Laidlaw, 1977), provided balanced, accurate and useful information on the Indo-Hispanic and Mexican people from the Pre-Columbian period through the Spanish-Cuban-American War of 1898. The same is true for the

Free and the Brave (Rand McNally, 1980), which contained interesting information on Spain and its colonial policy. This is America's Story (Houghton-Mifflin, 1978), contained a large amount of information on the Spaniards, Latin Americans and Mexicanos. The textbook portrayed them in very positive terms and did a fine job of examining their culture, history and institutions. It also included a solid overview of the Latin American revolutions of 1810 and some of the key figures involved in the struggle for independence. In essence this textbook included information on Latin Americans prior to the 20th century that is often overlooked or omitted from other United States history textbooks. Let Freedom Ring (Silver Burdett, 1977), treated the Spanish presence in the Americas fairly and avoided the Black Legend characteristics generally attributed to the Spanish. Finally, America: Its People and Values (Harcourt, Brace, and Jovanovich, 1979), also did a good job of discussing the Pre-Columbian civilizations and the Spanish in the Americas. Important events such as the Texas revolution of 1836 and the Mexican-American War of 1846-48 were fairly and accurately discussed as well.

On the other side of the scale were the textbooks which were generally biased against the Hispanic people and their forebearers. These textbooks denigrated the Hispanic people by portraying them in largely negative terms or by portraying them as obstacles to be overcome so that progress could enter the area. In the latter case, this resulted in Spaniards and Mexicanos being described primarily as adversaries who were generally weaker and thus always destined to bow to the more powerful, aggressive and dynamic Anglo-Americans. The tendency in these textbooks was to focus on the baser rather than the higher values of Spaniards, Latin-Americans, and Mexicans. This tendency is most apparent in American History for Today (Ginn, 1977); American Adventures (Scholastic, 1977); The American Way (Holt, Rinehart, and Winston, 1979); and America! America! (Scott, Foresman and Co., 1980). These textbooks described the Spaniards as cruel, greedy and barbaric conquerors, while their institutions were portrayed as stagnant, ineffective and "different." Many of these negative attributes were also ascribed to the Mexicans, especially when discussed in relation to the Texas revolution and the Mexican War. Such treatment only serves to perpetuate stereotypes, engender feelings of superiority among non-Hispanic "white" students and feelings of guilt and shame on the part of Hispanic students who only read about the negative aspects of their culture and history.

Adding to the shortcomings discussed above was the sketchy and inadequate treatment which the Hispanics received in the textbooks. Although We the People (D. C. Heath, 1977) did not denigrate the Hispanic people as much as did other textbooks, it did gloss over a great deal of information. For example, both the Mexican War and the Spanish-Cuban-American War were superficially discussed, even though they represent important events affecting the Hispanic and Hispanic American people.

In conclusion, all of the textbooks could stand improvement, although some require more re-writing than others. As stated at the outset, the most glaring weakness in the textbooks reviewed was the lack of information on all Hispanic-American people within the context of 20th century American history.

Reviewer #5

American History for Today

Ginn & Company

This textbook provides a consistent style which guides the reader into critical thinking and allows the learner to study and review important issues. Each unit is followed by review and inferential questions. This is of value to students in that it leads them to reflect on American History and also asks them to decide what the course of history could have been. It asks students to think about issues that they may have to confront as an adult.

In relation to its treatment of minorities, the textbook has some shortcomings. Although it makes an attempt to present minorities objectively, it is limited in the presentation of different cultures, especially in Hispanic minorities. Some mention is made of Chicanos and Puerto Ricans; however, there is very little distinction in the cultural heritage each group has to offer. This textbook offers very little to Hispanics students because it fails to highlight the contribution of Hispanic thinkers, artists, musicians, etc.

The role of assimilation is presented (p. 330) within the public school systems without sufficient discussion as to how this affects minorities today and, if, this should be the goal of American education.

Bilingual goals, objectives, and philosophy are not evident anywhere in this textbook. The textbook is not readily adaptable to bilingual programs.

Reviewer #5

AMERICA: ITS PEOPLE AND VALUES

Harcourt Brace Javanovich

America: Its People and Values would be an appropriate social studies textbook if the melting pot theory of social interaction is appropriate to describe the American society, or if the student population it addresses is exclusively Anglos or at least homogeneous, but neither is the case. The American society as a pluralistic, multicultural and multiracial society is not addressed.

The book assumes that all immigrants come to the U. S. and melted in the mold, this is clearly shown in the highlighted quote of Jean de Crevecoeur on Page 232 which describes the American society as a melting pot..."Here individuals of all nations are melted into a new race of men, whose labors and decendants will one day cause great changes in the world." This quote might have been appropriate in 1782, but it certainly isn't appropriate for today's society.

Although the "values" promoted in the book are good ones, it is assumed, or at least implied, that they are the "only" good ones leading a bilingual student to discard or ignore the values promoted at home. This orientation would only lead the negative self-concept, intolerance and denial of cultural background and ethnic heritage.

One of the best features of the book is the section on activities that teaches the students to distinguish between facts and opinions. If these activities are carried out properly, they will lead students to think critically and make their own choices. Ironically, the choice is made for the students in to many instances throughout the book. To be able to carry out the activities in question properly, an intensive inservice program would have to be administered to all teachers using the text. Follow-up activities and observation are also necessary to insure proper use of activities.

No matter what point of view the book promotes, the most significant task is going to be in the hands of the teacher. The teacher's point of view rather than that of the book will be the determiner, hence the significance of the teacher's guide.

The teachers guide should have included more activities and information that relate to the different ethnic gorups represented in the American society. The textbook itself doesn't give proper recognition to ethnic groups. This would have given the book an extra dimension which would have made it more adaptable to bilingual classrooms and to global and multicultural education.

Overall, the book promotes ethnocentrism rather than multiculturalism which is an essential component of bilingual education. With creative teaching, and proper inservice, the book could be adaptable to bilingual classrooms.

Reviewer #5

We the People

D. C. Heath & Co.

We the People is very clear and colorful in its portrayal of history. It is designed with readers and their abilities in mind. In many ways it does resemble a reading textbook with its glossary, underlined words and review activities. The textbook leaves the teacher with a variety of diverse ideas, texts, and even a final test to be used at the end of the school year. In addition, students are provided with activities not only in the textbook but also in the activities book which allows for slower readers to participate in the learning process.

Among the strengths of this textbook this reviewer found more attention given to ethnic minorities. The textbook began with an introduction about the Aztecs, which is missing in other textbooks. It gives some insight concerning Mexican-Americans (p. 237, 506), Puerto Ricans, the American Indians, and other minorities, In addition, it provides a very handsome pictorial display of minorities in contemporary American society on (p. 566-7).

A major weakness in the textbook is that it over emphasizes the immigrant and hence, the minority member as an individual living mostly in the poorer areas of the large cities. Only one sentence is used to add that some minorities do live in other areas such as the suburbs. In this portrayal, there seems to be a subconscious insistence on the minority member as a permanent part of the lower classes. This may be true in many cases, but the reasons for this perpetual dilemma are not clearly stated. Hence, the student may be led to believe that it is a given fact that minorities are doomed to remain as a lower class.

It was refreshing to see the use of "cultural pluralism" in place of "melting pot" in both the student and teacher's editions, this is a central issue in bilingual education and will continue to be so.

In presenting the historical antecedents to the overtaking of Puerto Rico and the Philippines there is a very sketchy, and therefore, distorted view of these countries' need for self-determination. This distortion is a result of the emphasis on the Anglo-Saxon culture in American society.

Reviewer #5

The American Way

Holt, Rinehart & Winston

The title of this textbook describes the manner in which American history is viewed through the eyes of the dominant group in society. Although there is some representation of ethnic minorities, the student is left with the notion that cultural pluralism is of little importance in American society. Little as to the contributions of ethnic minorities is present. The questions concerning minorities are superficial because they deal with mere facts and do not ask the reviewer to question attitudes, values and biases.

There is no mention of the contributions that minorities have brought to the United States in terms of art, literature and music. This is also evident in the textbook's failure to portray minorities as useful, successful or important contributors and members of the American society.

There exists the prevalent notion that immigrants came to "melt" into the majority culture. It fails to discuss their struggle to maintain their cultural identity or to reject it as was demanded from previous immigrants. This is also evident with Hispanics, the latest group to question the acceptance or denial of the assimilatory process.

America is viewed as an "international policy" (p. 532-33). But this role, which is being critically questioned with regard to Latin American and Middle Eastern policies, is not presented objectively to the students. As future leaders, American students must learn to question the past objectively. The role of history is to teach citizens how to learn from past experiences and to make sound judgement for the future.

Bilingual goals, objectives and philosophy are not evident in this textbook. It is not readily adaptable to bilingual education.

Reviewer #5

THIS IS AMERICA'S STORY

Houghton Mifflin

In this textbook, the reader found clearly global perspectives of history and its effect on American history. The introduction presents happenings in Europe which affected the outcome of exploration to the New World. The discovery of Mexico is highlighted with insight into the Aztec civilization. More detail is given concerning life in the Spanish colonies. More attention is given to Canada and especially Latin America during and after the nineteenth century. The reader goes beyond viewing American history as if it existed in a vacuum.

Bilingual education maintains that a global perspective of history is not only admirable but necessary. However, the thrust of American history in this textbook presents basically the Anglo-Saxon culture with little or no emphasis on the importance of the contributions given by different groups in this country. This can lead a bilingual student to feel that their cultural and historical heritage is of little or no value in the making of American history.

This reader found many illustrations and maps that clarified concepts, such as the world as perceived by Europeans before the discovery of North America. Scant attention was given to Hispanics. There was a lack of illustrations highlighting minority cultures and languages in the United States at the present time. Therefore, a bilingual student will find very little to identify with and may feel that the deletion or denial of their culture heritage portrays a negative aspect which may affect their self identify.

Hispanic minorities were virtually absent from the textbook, especially in the discussion of America's future. Bilingual goals, objectives, and philosophy are not evident in this textbook.

Reviewer #5

Two Centuries of Progress: United States History

Laidlaw Brothers

The authors of Two Centuries of Progress have written a textbook which clearly and concisely views social studies as an examination of the environmental forces (extrinsic) which then determines human response and history. Culture, it's definition or influence (intrinsic) on human responses is not addressed in the textbook. Culture is viewed as adoptive (p. T11) and the preservation of culture and traditions is suggested to be regressive. Clearly such a philosophy is not compatible with the goals of bilingual education. No clear plan is evident for providing students with the rational (factual) and emotional (values clarification) training required to develop a world-centered perspective, nor is any attempt made to indicate that teaching of languages or in languages other than English has been or is presently occuring in the United States.

Enrichment ideas provided to teachers by the authors which attempt to touch on the need to investigate present day conditions of territories and former colonies (p. T90) should be part of the student textbook. Millions of present day American citizens go unnoticed. As a result, one is not surprised to find that other ethnic groups, their customs, mores, traditions, values and languages are not addressed in the textbook. Acculturation is the theme wherever ethnic groups are mentioned.

The authors present diagrams on page 498 which deal with theories of societal change in the United States. These diagrams perpetuate the myth that polarization of groups in society is caused by cultural differences.

An earnest attempt is made to present Native American Indians in a clear though concise manner and students are informed of the fact present day democracy has roots in the Iroquois League. Mexican-American students are denied the recognition, and American students the information, of the accomplishments of the great Meso-American civilization whose past is the foundation of Mexican American cultural heritage.

The authors brief statement on page 672 that "...each group can be part of a unified society while keeping its own cultural identity..." is overshadowed by the stereotypes of Hispanics (p. 688-9). Cubans are portrayed as undiscriminated against.

The combination of underemphasis and the portrayal of ethnic groups such as the Hispanics in such a non-positive manner fails to create images for students which would lead to full and unqualified acceptance.

The ethnic food survey suggested in the teachers edition (p. T92) is excellent in its attempt to involve the community but lacks in significance for it does not necessarily broaden cultural horizons.

'The Culture of a Dynamic Nation" (p. 406-13) would make it seem as if ideas, education, literature, newspapers, magazines, architecture, art and leisure activities were monolingual and monocultural.

As a result of overemphasis of ethnic problems, the lack of male and female ethnic models, the lack of references to the contributions of ethnic artists and clarify in presenting the true historical forces which affect ethnic groups, this reader is unable to endorse this textbook for bilingual programs.

Reviewer #5

The Free and the Brave

Rand McNally

One of the cited objectives of the Free and the Brave is "to help students understand the changing nature of their own culture its development and its values." (p. T2). Unfortunately, the textbook often leaves this goal to the teachers discretion to address. Teachers are a product of their culture and training. Since most teachers are not trained in multicultural or global education skill development the use of "may be useful.." (p. T11) types of directions leave a great opportunity for arbitrary decision making. Excellent pictures and narrative to provide however, the material and visual experiences on which teachers could base value clarification activities. The textbook also gives pictorial and descriptive narrative attention to Incas, Mayas, Aztecs and Indian cultures.

Heritage, its meaning and its inter-relationship with language and religion, is discussed from the onset of this historical textbook. American religions would appear to be exclusively Protestant and Catholic with Judaism later coming on the scene.

Family roles are given better consideration and the Italian immigrants quote on page 470 would lead to the possible assumption that all Italian immigrants had such negative experiences.

Diversity of lifestyles within ethnic heritage groups is lacking.

Cognitive objectives are clearly indexed but affective objectives are not addressed. Directed discovery of multicultural historical facts are not provided. Role-playing, dramatization, simulation games, community activities and research activities are absent from both the teacher textbook and student workbook. The overall cognitive content is relatively free of bias. The university of human problems is not as evident as the concept of assimilation of ethnic heritage groups into American life. The interrelationship of ethnic heritage groups is presented and this textbook presents both male and female ethnic pictures.

Inservice training of teachers would permit the adaptability of this textbook for average achievers in bilingual programs. Additional resources would have to be presented to portray a balanced bilingual curriculum.

Reviewer #5

AMERICAN ADVENTURES

Scholastics Book Service

Below average readers are not necessarily below average thinkers. American Adventures keeps this premise in mind as it provides stimulating and thought provoking reading materials and activities for students.

Although this textbook does not provide specific bilingual goals and objectives, it does present easily read materials and activities designed to assist students in understanding the concept of cultural pluralism. Each short chapter reads like a short story which fosters high interest and attention.

Chapter 3, "the Alamo", is the first account which portrays Mexicans fighting on behalf of the side of the Americans. The chapter presents images which allow readers to understand the Mexican viewpoint.

Ethnic minorities as immigrants are given comprehensive attention by the authors. Chinese and Japanese Americans are reviewed. Puerto Ricans are clearly defined in terms of their pseudo-citizenry (p. 379) and the status of possessions is reviewed. Opportunity is given to discuss the status of Guam or Puerto Rico, Cuba and the Philippines in the teacher's edition (p. T133). Europeans immigrants are provided models such as Albert Einsteins (p. 516), Enrico Fermi (p. 517), Erick H. Erickson and Rudolf Serkin (p. 518) yet no such models are provided for other non-white immigrants. In the fifth largest Spanish speaking country of the world, one would minimally expect a proportionate amount of attention to be given to Hispanic models. Spanish and other non-English names are phonetically written so as to provide phonological integrity. The textbook provides a review of the life of Cesar Chavez and La Causa which allows students to experience somewhat the migrant workers plight. The textbook, however, fails to deal with the quality of life of millions of city dwelling Hispanics.

The teaching guide offers provocative activities which raise questions about racial superiority (p. T73), ideals, justive for all (p. T109) and prejudice (p. T147).

American Adventures is designed to enhance reading skills with historical happenings as the vehicle. Skill development activities which would lead a student to systematically infer that historical happenings are a product of social, environmental, political and cultural legacies, which are global and multicultural in nature are lacking. In this respect, the authors of this textbook have underestimated their audiences ability to group social concepts.

Culture, language, community and family are outside of the curricular considerations dealth with by American Adventures. Due to the nature of the reading file skills development inherent in the textbook and the accuracy of the textbook in historical events dealing with Hispanics and other ethnic minorities this textbook can be adaptable to bilingual programs.

Reviewer #5

AMERICA! AMERICA!

Scott, Foresman and Co.

America! America! is a textbook which is vibrant in content and construction. It is creatively designed with 50 short chapters organized into thirteen units each of which covers a major historical period. Occasionally, a feature is labeled "Special" and highlights a subject related to the chapter text.

The use of Woodland tribe folktales to illustrate their culture and concern for the natural environment is an example of the textbooks attempt to expose students to multicultural literature and experience.

Unfortunately, the student textbook and teachers annotated textbook make no mention of bilingual education. Although specific objectives for conceptual development are provided by the authors for each chapter, no correlation of bilingual objectives is provided. Despite this oversight, which would definitely limit the use of the textbook in a bilingual setting, a teacher, willing to use the excellent teacher bibliography provided and also willing to make available to students the extensive bibliography of student resources provided, could adopt this textbook for use in a bilingual setting. Certainly this textbook would be appropriately used by English dominant students in a bilingual school setting.

The teacher's annotated edition provides excellent inquiry activities regarding situational culture, traditions, role, cultural transmission, immigration, power, motivation, and values clarification. Cultural contact is discussed within a framework which encourages students to examine how environments and cultures interact and the interaction leads to change and enrichment for both! Students are guided in discussions about the impact of internal migration on American society and in contrasting the "melting pot" view with the concept of cultural pluralism.

Although the textbook offer a somewhat comprehensive review of the Mexican-American War, little other reference is made to the contributions of the Mexican people in the southwest. Puerto Rico is afforded only passing reference as are Alaska, Wake, Guam, Midway, Cuba, and Hawaii. These American possessions, their contributions, cultures and millions of American citizens are victims of this text book's benign neglect. It is difficult to envision a global philosophy of social studies reflected in a narrow visioned American Social studies curriculum.

Cesar Chavez and Hernan Badillo, although current outstanding Hispanic male models seem to be "tokens" in the context of this textbook since no other models are present. It seems to be "tokenism" to mention La Raza Unida without mentioning Aspira or other ethnic cultural, educational, political, legal defense or reform groups. Citing income rates for Puerto Ricans in New York City as below that of Blacks (650) and stating that "1/3 of all Puerto Rican families were on relief in 1970" without alluding to contributions to America made by Puerto Rican professionals, artists, musicians, actors, athletes and workers perpetuates the stereotype of Puerto Ricans being social misfits which is prevalent in today's classroom textbooks. This reader questions the validity of these economic statistics which are in constant flux. Most importantly, in a textbook which presumably seeks to inculcate cultural relevance, no such relevance can be found herein.

America! America! makes no reference overtly or inferred to the teaching of language as in a language other than English. Formal culture and deep cultures are in most cases overlooked. As a result, this textbook is seen to be a first step in what may, with modification, be an excellent tool for the majority student and possibly adaptable, with a great deal of teacher effort, to a bilingual-non-Hispanic classroom.

Reviewer #5

LET FREEDOM RING

Silver/Burdett Co.

Let Freedom Ring is a colorful, informative and well-organized textbook. It not only offers performance objectives for each lesson, but it also aids the teacher by providing motivational techniques, ideas in teaching slow learners, developmental activities, bibliographies and information regarding supplemental materials such as films. Each chapter contains a review with varied activities. In addition, there is a student workbook which also has illustrations, charts and maps to enhance learning. Questions in the workbook are both factual and inferential.

Let Freedorm Ring goes beyond the traditional history textbook in that it provides more information concerning, for example, the peoples and cultures inhabiting America before the advent of the English colonies. Much information concerning American Indians is provided in chapter 2, especially. In chapter 3 there is an overview of the great empires including the rise of Islam. This is important because of the large Arab population present in Michigan. However, later chapters ignore Arabs in America.

There is a comprehensive presentation of the emergence and change in immigration laws. The reader is lead through historical facts in a clear and concise manner.

Cultural pluralism is presented in an excellent manner. Unit 8 is completely devoted to this theme. In it, the student is asked to question the fairness or unfairness of immigration laws, discrimination and prejudice. Unit 8 also stresses the contributions that immigrants have made to the larger society. The student is also asked: What is an American? Through this search one is shown how peoples of many cultures are American citizens. On page 546, the definition of a "minority group" is presented with conditions which they are subjected to in society.

The Mexican-Americans are especially highlighted along with American Indians, Blacks and Women. However, little if any mention is made of Arabs, Puerto Ricans or other Hispanics.

With all of the praise this reviewer has to offer, there are some weaknesses. They are: (a) there is an implicit recognition of the superiority of some ethnic groups over others (p. 533); (b) no mention of Puerto Rican culture as well as Arabic, Philippine, and Latin American; (c) little mention of prominent leaders except with Blacks, Mexican-Americans and Women; (d) the word "Black" when referring to the formerly known group of African descendants is written with a lower-case b instead of an upper-case B.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Reviewer #5 (Bilingual)

Findings: Ten social science textbooks were reviewed. In relation to the concept of bilingual/bicultural education all textbooks were seriously deficient in portraying the bilingual/bicultural character of America. While there was diversity in the treatment of minority cultures, it was scant, narrow, and stereotypic. The following findings catagorize the general attitudes of the textbooks:

1. Culture is not comprehensively or consistely addressed.
2. No reference is made to language... use, other than English.
3. Bilingual, multicultural, and global education goals are not evidenced....
4. Assimilation of immigrant groups... is implied.
5. Ethnic group contributions are not properly recognized.

In general, ethnic minorities are mentioned in the textbooks, but only in terms of their culture. When it is provided, some textbooks consider it regressive, while others emphasize the immigrant rather than one born and raised in culturally pluralistic America.

Clearly there was no treatment of the communicative legacies of the different cultural groups, nor its influence on the American English language via cultural contact. On a proportionate scale, culture was dealt with more than language by an approximate ratio of 99.9 to 00.1. The subject of languages and its value to enhance individual worth and our national resource or for its pedagogical feasibility is nihil.

Of all the textbooks reviewed, none of the series have goals nor objectives compatible with those of bilingual education; none make a commendable attempt to reflect the bilingual/bicultural reality of the ethnic groups mentioned; and only one provides a phonetical structure of non-English words to provide phonological integrity.

Even though there was mention of cultural pluralism in some of the textbooks, none of them dealt with the concept of bilingualism.

To a large extent, the evolution of the assimilationist philosophy continues to be the salient notion to the detriment of the merging of cultures. Generally, ethnocentrism rather than cultural pluralism is the orientation maintained. The following quote from one of the textbooks analyzed examplifies this attitude:

> "Here individuals of nations are melted into a new race of men, whose labors and decendants will one day cause great changes in the world."

This quote is inappropriate for today's society. This acculturation concept implies that only the white, anglo-saxon, protestant values are the good ones; thus leads a bilingual student to discard or ignore the values promoted at home. This orientation, as years of educational experience have clearly shown, only leads to the negative self-concept, intolerance, and denial of one's culture and language.

Even though a few of the textbooks do make an earnest attempt to present ethnic minorities in a positive light, none are based on bilingual education goals, objectives, or philosophy. Following are some general recommendations applicable to all textbooks:

1. Discuss the importance of the cultural heritage of different ethnic groups by presenting such aspects as customs, beliefs, religion, values, family life, etc.
2. Stress the importance of cultural pluralism.
3. Incorporate a multi-cultural view of the American society in the teacher's guide.
4. Give an in-depth review of a minority's struggle for self determination.
5. Present illustrations of minorities.
6. Avoid stereotypes.
7. Present the cultural and linguistic contributions of Hispanics.
8. Provide a phonetical scheme for names and place in other than English languages.
9. Incorporate bilingual/bicultural goals, objectives, and philosophy into the textbooks.
10. Treat the issue of bilingual schools as, historically, these were a vehicle in the process of self-determination.

Reviewer #6

American History for Today
Ginn and Company

The preface to the textbook, American History for Today indicates that "it tells the history of all the people of the United States," (p.vii). There is little doubt that the author, Margaret Stimmann Branson, has accomplished this task. The role played by minorities in the development of the United States is strongly focused on as each chapter of the textbook unravels. Moral issues regarding the treatment of minorities are also pervasive in the textbook. However, not much attention apparently was given to gifted students who will be using this book. Only occasionally does American History for Today provide for their needs.

The format of the book indicates the lower level students in a class would not be frustrated in their effort to read and understand the lessons provided. The type size is large, the size of the page is small, and the sentences are usually not lengthy, most of them being simple or compound in structure. Each part of the book (there are four parts) is divided into three to five units which are then divided into four to eight sections. Each section has a good number of sub-sections each of which have one or two simple recall (knowledge and comprehension) questions. Since each sub-section comprises only one to four paragraphs, it would be relatively easy for almost any student to skim through a short reading and locate the answer. Possibly, the format of the text which would definitely aid the slow learner might not interest or challenge a gifted/talented student. A gifted student would be able to "race" through many of the sub-sections, answer all the questions, and then have to wait for the rest of the class to complete the same assignment. If each section had some extra open-ended questions or items that elicit higher level thinking, then the gifted student would have something to occupy his/her spare time. Unfortunately, this is not the case.

Higher level thinking skills, fortunately, are not totally ignored in the textbook. At the end of each unit is a section, "Using the Past to Understand the Present" which includes five questions, many of them open-ended, which will help to challenge higher ability students. These questions take concepts from the past and show how these concepts are still alive today. Here are two examples from the unit on "Exploration". (p.27)

> What parts of the universe are being discovered and explored today? Why are they being explored?
>
> What nations are challenging each other today?

More open-ended type questions are found at the very end of the unit. These questions go by various headings such as "What Would You Have Done?", "Examining Values", "Was There Another Way to Solve the Problem?", "Was It the Right Decision", "Would You have Defended Them", and others. It should be noted that the higher ability student must wait till the end of the unit page before these challenging questions become available. There is no provision for these type questions in the rest of the textbook.

Gifted students are often challenged by primary source readings because they can try to determine, often through inference skills, what an early pioneer or settler may be communicating in a diary of a letter written over 200 years ago. Although there are some primary source readings, there could have been more. For example, the issue of slave life on a plantation is particularly suitable in primary source readings, yet none were provided. In addition, very few famous speeches were provided, notably Lincoln's Gettysburg Address. A positive note in the textbook is the printing of an annotated constitution which includes all 26 amendments. The original wording of this document is very difficult for even gifted students to comprehend.

American History for Today has some assets. It is easy to read. There are many humorous political cartoons. The problems and achievements of minorities, notably Blacks, Chinese-Americans, Hispanics, and American Indians, are highlighted repeatedly throughout the textbook. The moral dimensions of many significant issues are presented with an explanation of differing viewpoints. The latter is particularly true regarding issues such as slavery, U.S. control of the Philippines (1899), the rise of big business in the late 1800's, and the decision to use the atomic bomb in World War II. Yet, American History for Today, because it does not provide enough challenging discussion questions and because it does not present project ideas, ultimately falls very short in being a suitable textbook to be used with gifted/talented students.

Reviewer #6

America: Its People and Values

Harcourt Brace Jovanovich

America: Its People and Values places a heavy emphasis on an inquiry program which is presented in a very systematic way. Each chapter of the student textbook stresses the use of methods and terminology of a social scientist. Spiral sections found in each of the textbook's 32 chapters reinforce nineteen different steps, ranging from simple to complex, which form a challenging learning hierarchy for the student. Consequently, the student textbook provides motivating material for gifted and talented students. Unfortunately, the teacher's manual only occasionally meets the needs of gifted/talented students. All too often the teacher's manual provides motivational or research activities that do not often emphasize higher level thinking skills.

The design of the student textbook will be appealing to students of average and above average ability. Each chapter is divided into three to five page sections which can be easily covered in one class period. A good number of sections have primary source materials whose only drawback is brevity since many of these source readings are only a single paragraph. Regardless, the primary source readings help to bring history to life and many of them are included in the numerous "Inquiry Skills" section. Building from simple to complex, the first skills the students encounter are identifying historical problems and formulating hypotheses. In later sections and chapters, students work with evaluating conflicting opinions and debating values in decision making. In the latter portions of the textbook, students deal with even higher level thinking areas such as synthesizing evidence, predicting possible consequences, and forming generalizations. In all, there are nineteen inquiry skills presented and each is reviewed in an end of chapter section entitled "Using Inquiry Skills". To further enhance student interest and help students form hypotheses, each of the eleven units opens with a two page assortment of paintings and photos many of which have analysis type questions. One such photo reveals the names of people living in an apartment building. The nine names indicate various nationalities. The question below the photo asks, "What information does this provide about present-day Americans?" Though each unit begins with an array of illustrations, there does not seem to be enough illustrations in the rest of the chapters. As a result, the textbook is not as appealing as it could have been. Yet, this is one of the few blemishes in a material that should attract many students, particularly the gifted/talented.

America: Its People and Values includes a 316 page teacher's manual and resource guide. This material has a number of helpful suggestions, many of which will not meet the needs of the gifted students. A number of suggestions involve the knowledge and comprehension skills of making maps, defining new terms, locating geographical land incidents, inventions, and people. When a project is suggested which does involve higher level thinking, not enough detail is usually provided to either make it interesting or easily accomplished by even the more advanced students in a class. For example, on p.43 of the teacher's manual, the following is suggested:

> ...Some of the difficulties that might be mentioned; lack of oxygen, lack of vegetation and food supply, lack of water, lack of gravity, and extreme temperatures. Have the class compare the problems of living on the moon to the problems the first settlers faced in the American wilderness...

This discussion activity could have been highlighted by doing a simulation exercise called, "Lost on the Moon" where students are presented with a list of 20 possible items they can take to the moon on a space flight. If they should get lost on the moon, which ten items would be the most important to keep. In addition to a lack of creativity in project suggestions, the teacher's guide does not provide enough open-ended questions to supplement textbook readings.

In summary, America: Its People and Values provides a challenging textbook for the gifted/talented students. Unfortunately, the teacher's manual does not possess the same assets.

Reviewer #6

We The People - A History of the United States
D. C. Heath and Company

We The People has a design which would probably make it ideal for the average and below average student. Unfortunately, this textbook only occasionally meets the needs of students who need to be challenged - the gifted and talented. Large print, brief lessons, a wealth of photos, paintings, and drawings, and a reading level that appears less than grade seven all contribute toward making this book extremely appealing. Yet, the brevity of lessons does not always allow for the depth many historical events should be accorded. Nor does it allow for primary source extracts that often contribute to the interests of a gifted student. Another shortcoming of We The People is a fairly brief teacher's guide located at the beginning of the textbook. Fortunately, there are some suggestions found at the end of each lesson and chapter that can be encouraging to teachers who wish to motivate small groups of students or even certain individuals in their classes.

The beginning of each of the 75 lessons in the textbook uses a novel approach. "Stories" which are actually historical incidents written in narrative form attempt to capture the interest of the class. These selections help the class to focus on the lesson that will follow. Here is an excerpt from "The Mystery of the Lost Colony" which serves to introduce the lesson on English colonization in the New World: (p.68-69)

> ...Roanoke was located on an island near the coast of what is now North Carolina. This colony disappeared. What became of the colonists at Roanoke remains a mystery. There is only one clue to the mystery: the word "Croatoan" had been carved on the gateposts of the fort.

Following the narrative regarding the Roanoke colony is a lesson which has the same sequence of all other lessons in the book: a vocabulary study, a two page lesson, and one page of questions and activities related to the lesson. The "Stories" excerpts will appeal to most students regardless of ability. Some of the lesson follow up activities involve higher level thinking skills with open-ended questions included. Here is an example from p.73 from a section entitled, "Thinking Things Over":

> If you had lived in England in the early 1600's would you have gone to Virginia? Give reasons for your answer.

Also, located at the end of each lesson, the section "Putting Ideas Together" allows students to use a higher level thinking skill of analysis as they compare one historical event with another studied earlier in the textbook. For example: (p.355)

> Why did great numbers of immigrants begin coming to the United States in the late 1800's? Compare their reasons with those of earlier immigrants. For example, did Jake and his brother have the same reasons the Puritan had?

Reviewing each lesson, there appears to be a format which should provide some interest and challenge for most students in a class including the gifted and talented.

Although the teacher's guide makes no allowance for individual or group projects, each of the 24 chapters suggests project ideas in the section entitled, "Follow Your Interests". Some of the projects are explained in fairly exact detail, others provide little or no criteria to provide direction for either the instructor or the student. A very creative project is suggested regarding immigration. Here, the student is asked to interview a relative regarding why he or she decided to immigrate to the United States. In a project regarding inventors, very little direction is given. Names of inventions or inventors are not provided, nor are any suggestions provided regarding the end result of the student's research.

The teacher's guide preface presents We The People as a book "developed to meet basic curriculum requirements in American history." What is meant by a "basic curriculum" is not made clear. Judging by the design and contents of the textbook, it is possible that this material is mainly meant for average and below average ability students. Many vocabulary words that are stressed seem very elementary. Some of these are "problems" and "supplies" (p.69), "success" (p.77), and "educated" (p.83). While the brief three page lessons will appeal to many students, many historical vital issues are glossed over. Some of these are the Civil War, the effects of slavery, the Revolutionary War, each of which is covered in three pages. The Boston Massacre of 1770 has only three sentences of coverage. Two sentences are devoted to World War II ending because of the atomic bomb. Yet no reasons are given concerning why President Truman seemed to feel there was no other suitable way of ending the conflict with Japan. In addition, another glaring omission is a great lack of primary source readings. Washington's Farewell Address, Lincoln's Gettysburg Address, the Monroe Doctrine are only some of the major primary sources that are not included. Many important historical and social science terms are not found in the textbook. Some of them are Neutrality, Manifest Destiny, Isolationism, Foreign Policy, and Domestic Policy. As a result, We The People is not apparently written for the average to above average student, but it seems to be directed toward the average or below average student.

In spite of the fact that the textbook does not usually meet the needs of the gifted student, the teacher's guide could help to fill this void. Unfortunately, it does not. Though some discussion ideas are suggested, there is no provision for student projects. As a result, We The People appears to be an excellent text for the average and below average student, but not for the gifted/talented.

Reviewer #6

The American Way
Holt, Rinehart and Winston

The teacher's guide preface of The American Way provides extensive information concerning the special needs of handicapped children in the classroom. The needs of gifted students are briefly referred to as well:

> Every strong program in history and social studies must be held responsible for opportunities to increase the skills and understandings of all the students, including the academically gifted and the handicapped. (p.T19)

Though there is mention of the uniqueness of the gifted, very little is done in The American Way to provide creative open-ended questions or innovative projects that would appeal to academically talented students. The American Way seems to place its emphasis on the needs of average and below average ability students while not allowing for the academic stimulation of the gifted students.

The American Way is not totally devoid of suggestions which involve higher level thinking. The only difficulty is that these suggestions are far too scarce in the student edition and the teacher's edition textbook. Occasionally when creative ideas are presented which would appeal to the gifted, these ideas are found at the end of each chapter in a section entitled, "Activities". Many of these "Activities" ideas are not very challenging for the gifted since they often suggest visiting a museum, filling in a chart or map, or doing library research. There are exceptions however. Page 31 poses the following which relies on higher level thinking skills of analysis:

> It has been said that the most organized settlers, the English, came upon the least settled Native Americans, the eastern hunting and gathering tribes. What difference might it have made in history of the Americas if the Spanish had come to Plymouth and the English had met the Aztecs and the Mayas?

Another suggestion that would appeal to the gifted is on p.629. This activity asks two students to invite representatives of Common Cause, the League of Women Voters, and other possible groups to come to class to speak. Some questions these groups would be asked are the following?

> What brought individuals together into the group? Who were the original leaders? Does the organization still work on the same issues as it did at the beginning?

Each of the 24 chapters in the textbook provides four "Activities" ideas which provide to some degree for the needs of the gifted students.

The greatest failing of The American Way is a teacher's edition that does little to provide for the gifted. The chapter guides at the beginning of the teacher's edition provide no project ideas or motivational suggestions to introduce major themes or ideas in American history. Each chapter of the teacher's edition does have a good number of possible discussion questions printed in the margins. However, only a small percentage of these discussion questions are open-ended. An exception to this would be many higher level questions which accompany the many maps, charts, and graphs that are in the textbook. Many of the questions emphasize the higher level thinking skills of making conclusions and influences.

The student textbook has some very positive assets in terms of its approach to historical issues. Rarely, are complex issues overly simplied. In fact, concerning issues having a moral dimension such as U.S. expansion into Mexican territory and treatment of American Indians in the 1800's, the authors present a wealth of viewpoints which comprehensively show both sides of the issues. However, where the student text does at times meet the needs of gifted/talented students, the teacher's guide usually falls short of providing a challenge for students other than those who are average to below average in ability.

Reviewer #6

This Is America's Story
Houghton-Mifflin

This Is America's Story is an American history textbook that is comprised of ten units each of which contain anywhere from two to four chapters. Each chapter is divided into two to five sections. Each section has a few check-up questions which are mainly of a recall (knowledge and comprehension) nature. At the conclusion of a chapter are more areas that elicit recall responses from students which involve defining key terms from the chapter, knowing the significance of important historical figures and dates, and locating places on a map. A section entitled, "What Do You Think?" does have some excellent motivational questions which would appeal to gifted/talented students. There is a brief teacher's manual at the beginning of the textbook, and there are teacher notes and questions printed in orange type on some pages in the teacher's edition.

Because of this textbook's large print type and short reading assignments of two to five pages per section, this is a material that would be easy to use in classes having students exhibiting a wide range of abilities. However, This Is America's Story is rather bland in its design. Very few photos are in color and there does not seem to be enough photography to break up the monotony of many pages that involve type with no allowance for illustrations. Fortunately, there are many maps and charts which help to reveal historical progress and clarify many historical events. Each chapter has a time line feature which names major events that will occur in the chapter and indicates in which years they took place. This time line feature is important in giving students a chapter by chapter time reference which will aid in the understanding of what they are reading.

The teacher's introduction indicates there are "a great number" of primary source extracts interspersed throughout the textbook. For a book with nearly 800 pages, however, there were fewer than 35 primary source extracts and most of these were very brief, usually only one paragraph in length. Some were much longer with one entitled, "A Pioneer Describes Life on the Frontier" comprising more than one page. Since the teacher's introduction stresses that history should be made "interesting" for students (p.5), it is unfortunate that more primary source readings were not used. One area that would seem to lend itself to primary source information would be the life of a slave on a plantation before the Civil War. Yet, there were no primary source extracts used here at all. In addition, there were no primary source readings in the last six chapters which covered over 100 pages of material.

When referring to the gifted/talented students, the teacher's introduction (p.5) indicates there are youngsters who are not challenged by conventional textbooks. The teacher's introduction goes on to say:

> The interest of students in the second group can be aroused by providing more mature reading, and by encouraging them to work on individual or group projects involving the skills of analysis and critical thinking.

A strong point in This Is America's Story would definitely be questions at the end of each chapter which concentrate on the higher level thinking skills of comparison and evaluation. Many of the questions are open-ended in nature and some are of an opinion or values response type. In the section called, "What Do You Think?" the authors of the textbook have delivered what they promised in reference to students using skills of analysis and critical thinking.

> Why did the early explorers of the interior of North America use water routes rather than land routes? (p.39)
>
> Why do you suppose the Supreme Court today has nine rather than eight or ten judges? (p.239)
>
> Washington believed that the United States should not get mixed up in European affairs. So did Monroe. Is it possible to follow the same policy today? Explain why or why not. (p.254)

Although the critical thinking questions are excellent, the individual and group projects suggested at the end of each unit do not have the same quality. Although some of the projects suggested do involve higher level thinking skills, many of them fall into a simple recall (knowledge and comprehension) category. Quite often, of the 8 to 10 suggested "Interesting Things To Do", only 1 or 2 will fall into a category of being challenging to gifted students. Most of these are often repetitive suggestions from unit to unit involving the writing of an editorial or imaginary letter or the drawing of a cartoon based on some historical incident. Concerning the suggestions that would be more recall in nature, many ask for the memorizing of a particular speech or poem, the filling in of an outline map, the preparing of a "Who's Who" of political leaders of a given era, the creating of simple outlines, or the writing of reports. One suggestion occurs at the end of all ten units and therefore seems somewhat repetitive. This suggestion asks students to create a card game called, "Can You Identify" using terms (famous people, events, dates, etc.) from the chapter. But, here again, the thinking skills being employed would definitely not be higher level.

Other than suggestions found at the end of each chapter or unit in the student textbook, the teacher's edition provides very few suggestions of projects or of critical thinking type questions. Most of the teacher notes found in the margins of the textbook simply provide supplementary information which provide more depth of information on given topics, with the exception of the "What Do You Think?" items. This Is America's Story does not appear to fulfill its promise of meeting the needs of youngsters who are not challenged by conventional textbook material and teaching procedures. (p.5 teacher's edition preface). Unfortunately, This Is America's Story is too much like the "conventional textbook" that it strives to condemn.

Reviewer #6

Two Centuries of Progress

Laidlaw Brothers

Two Centuries of Progress is highly readable and appealing in format. Perusing its nearly 800 pages, one is impressed with the wealth of photographs, drawings, maps, and charts. Almost every page in the book has at least one illustration; many pages have two or three illustrations. But looking beyond first impressions, Two Centuries of Progress has been designed to meet the needs of gifted/talented students. Many sections of the student textbook and teacher's guide provide a wealth of activity-oriented ideas that are so precisely defined that it is relatively simple for most of them to be put into use by any classroom instructor.

Within the chapters are special features, many of which will appeal to the gifted/talented student. These features include: "Linking the Past with the Present", "Opinions Differ', "Historical Documents", and "Social Studies Skills". "Linking the Past with the Present" shows how United States culture is tied to historical events in America and even world history. "Opinions Differ" is quite often a challenging reading presented in debate format regarding historical issues and events. Primary source material is highlighted in the presentation of many historical speeches and documents. The "Social Studies Skills" section has students analyze tables, charts, maps, graphs, and primary source readings. A number of questions involve a synthesis skill of making inferences or predictions. When primary source materials are used in the "Social Studies Skills" section, the distinction between a primary source and a secondary source is emphasized. The end of each chapter and unit provides a myriad of project explorations. Some projects are intended for individuals, others can be done by small groups. The project ideas are usually precisely defined. Here is an example from p.33:

> Until the thirteenth century, people did not know a great deal about sailing on the oceans. Then the compass, the astrolabe, and cross-staff came into use. See if you can find out how these things helped the sailors.

The ideas suggested mainly involve research skills and oral reporting methods. Many others deal with creating skits, role playing, debating, drawing, and cartooning.

Two Centuries of Progress constantly reinforces other social studies disciplines beside history. Economics, sociology, anthropology and other disciplines are constantly being emphasized. Questions emphasize an understanding of what these terms mean. Here are examples from p.27 and p.61:

> What were the chief economic activities of the Iroquois? Which economic activities carried on by New Englanders depended on their location on the coast?

Some inter-disciplinary investigation involves open-ended questioning: (from p.27)

> What aspect of life in either the Iroquois or the Pueblo society do you admire? Why?

Unfortunately, neither the student textbook or the teacher's guide presents a wealth of discussion starters as is the case with the comparison question based on the Iroquois and Pueblo society. Though the text is replete with teacher notes, most of them provide greater detail or clarification regarding concepts presented in the student text. Rarely is the class asked a question involving higher thinking skills.

The gifted student will have ample opportunity to become involved in many creative projects which are offered in the teacher's guide. The teacher's guide is 192 pages in length and it is divided in 32 chapters to make it handy for use. Each chapter section includes one or more "Enrichment Ideas" which may be discussion starters, but are usually project starters. Most projects are explained in great detail and most lend themselves to exploration that could be done by a few individuals who could then report their findings back to the entire class. Here is one example from p.T20:

> An interesting research project for several students would be the investigation of the circumstances surrounding the slave revolt on the slave ship, Amistad, in 1839. The case of the slaves - who were defended in court by John Quincy Adams - finally went to the United States Supreme Court. Student reports on the revolt and on the final outcome of the case can be used as a basis for class discussion.

Totally, there are nearly 100 exploratory topics presented, many of which would be ideal for gifted students.

The front cover of the teacher's edition refers to a readability which falls within the junior high school reading level range. Since not all gifted students are reading at above grade levels, the language of the text will appeal to them as well as other students in a given social studies class. Two Centuries of Progress is not only easily readable and attractive in design, but also is a textbook that will meet the needs of many gifted/talented students.

Reviewer #6

The Free and The Brave
Rand McNally and Company

An emphasis on students developing skills of inquiry is stressed in the introduction of The Free and The Brave. Throughout the textbook, students have many opportunities to exercise inquiry skills by reacting to higher level thinking questions found in both chapter openings and conclusions. Since there are 30 chapters, there are ample opportunities for gifted/talented students to be challenged. Although the student textbook emphasizes skills of analysis and synthesis, the teacher's edition does not usually provide enough suggestions for activities that will stimulate the gifted/talented.

The Free and The Brave is extremely comprehensive in its coverage of major issues in American history. Complex matters are covered in depth but in a manner where the textbook's language is simple enough so that students exhibiting a wide range of abilities can comprehend all facets of the sometimes complex matters being discussed. This is especially true when the textbook deals with slavery, westward expansion, America's manifest destiny, treatment of minorities, and other issues. Often these major issues are clarified through the over 80 primary source readings which help bring history to life. Many of the primary source readings are coupled together and in this way a student may analyze opposing viewpoints. These opposing viewpoints are evident in the chapter openings. In addition, to enhance the use of higher level thinking, the chapter openings depict a variety of photos and paintings which preview events forthcoming in the chapter. These illustrations are accompanied by questions which encourage the forming of hypotheses which may be tested later in the chapter. Higher level thinking is also emphasized in the chapter conclusions where sections called "Read and Interpret", "Comparing and Understanding", and "Search and Research" provide challenging problem solving and project ideas.

If only the teacher's guide was more comprehensive. Unfortunately, it lacks many essential features that would assist the gifted/talented as well as students of lesser ability. While the teacher's edition does provide some open-ended questions in the textbook margins, almost nothing is done to clarify difficult concepts or stimulate small group projects.

Even gifted students need some reading readiness through creative explanation of concepts such as "compromise", "liberal", "conservative", "moderate", "reactionary", "recession", "inflation", and many others. Unfortunately, this is not done. Also, the teacher's guide does not include any suggestions for projects. Furthermore, no listing of teacher resources or audio-visual is provided.

Based on the textbook alone, The Free and The Brave at times is successful in meeting the needs of gifted/talented students. The teacher's guide falls far short of accomplishing the same task.

Reviewer #6

American Adventures
Scholastic Book Services

The preface to the teacher's edition of American Adventures indicates that before the 1979 edition of the textbook was begun, "Scholastic's editors surveyed hundreds of U.S. History teachers in junior and senior high schools...to find out what they felt was lacking in current texts and what was most needed in a basic history program intended primarily for eighth grade students." (p.5) Apparently the Scholastic editors performed their work well for the 1979 edition of American Adventures should appeal to a wide spectrum of students ranging from low ability to high. At first glance, a textbook with short four page chapters and fairly simple language might appear to be a book that was intended for remedial readers. But this is certainly not the case. American Adventures is a textbook that was written with low ability students in mind but still meets the needs of average and above average students. Through its many discussion questions and project suggestions, there are ample activities which will involve gifted/talented students.

Many of the suggestions which emphasize higher level thinking skills are found at the end of each chapter in the section entitled, "A Second Look". There are three questions in "A Second Look". The first has the students review the chapter and recall and review some of the facts presented. The second often involves an open-ended question or an item which involves the higher level thinking skill of analysis. The thinking skills of analysis, synthesis, and evaluation are utilized in the third question which suggests a creative class, small group, or individual activity or project. Here is an example of an analysis question from p.119, Chapter 23, "The Bill of Rights":

> Review the list of rights mentioned in this chapter. Which three rights seem to you to be the most important? Why?

Although many of the activity suggestions are repetitive in that they involve interviews with adults or the writing of a fictionalized letter based on historical facts, some are noteworthy for their creativity. Here is an example from p.499 which will allow the student to use the methods of a social scientist:

> New York City names an airport after Fiorello LaGuardia...But local people have been honored too. As a research project, make a list of buildings, schools, parks and other places in your area that are named for local people. Find out who these people were and what they did to be so honored by the community.

Since the student edition has 142 chapters, there is ample provision for a great number of open-ended questions and creative projects.

There are many suggestions that will benefit the gifted/talented students as a result of a quite voluminous teacher's edition. The 240 page teacher's edition with its chapter by chapter breakdown enables a teacher to locate discussion starters or project ideas very quickly. In an effort to make history relevant and alive for today's youth, the teacher's edition often asks a student to relate an historical event to the world of today. Here is an example of a discussion starter from Chapter 16 of Book Three, "The Wets and the Drys":

> Write on the chalkboard:
> Speed limit lowered to 45 MPH. $100 fine and loss of license automatic penalty.

Students are then asked their opinion of this law. Will individuals obey it? How will it be enforced? Later, students are informed that the amendment regarding prohibition of liquor affected many people both in a positive and a negative way. Students are later in the discussion asked if the situation regarding the legalization of marijuana can be compared to the Prohibition Amendment.

The teacher's guide suggests a number of role playing activities. One of them found on p.48 reinforces the meaning of "judicial review". In this situation nine students are appointed to serve as a Supreme Court. The case at hand involves an interpretation of Article I, Section 10, of the Constitution which states that a state cannot make a treaty with a foreign country. In the hypothetical situation, aliens from another planet land in one of the 50 states. The aliens wish to make an agreement with the governor of the state. They will trade gold, something common on their planet, for rocks, something in short supply on their planet. The U.S. government complains that this is an illegal treaty. Two students argue the federal government's case and another pair will argue the state's case. Then the Supreme Court will render a decision.

American Adventures is not only highly readable, but also is easily managed by the instructor. It is a textbook that will meet many of the special needs of gifted/talented students.

Reviewer #6

America! America!
Scott, Foresman and Company

America! America! contains a very extensive teacher resource section found at the beginning of the teacher's edition. In addition, each chapter of the textbook has discussion questions and some suggestions for projects which are found in the margins of most pages. The teacher resource section includes a rationale for the design of the textbook study guides for each chapter and a bibliography of student and teacher supplemental readings. The study guides are divided into five sections. They are an overview of the chapter objectives, concepts and teaching ideas. Each teaching idea section is replete with a number of projects involving the writing of reports, designing of models, drawing of a mural or a poster, and the creating of plays or skits all based on readings from the chapter. The evaluating objectives section emphasizes activities similar to those presented in the "Teaching Ideas" section. Many of these activities emphasize the higher level thinking skills of synthesis and evaluation.

The student text is appealing in design. It utilizes large print, a single column format, short sections, and a large amount of photos, printings, maps, and charts. Many of the sections (a chapter is comprised of 2 or 3 sections) have at least one primary source reading which helps to increase student interest. Some of the primary sources are in the form of poems or songs. Many of these poems and songs typify a particular aspect of American history and many of them can be analyzed in the light of the historical period they exemplify. Chapter 49, "Struggling for the Dream", uses the song, "We Shall Overcome" in conjunction with the civil rights movement. The same chapter uses a poem written by a fifth grade Navajo class to reveal how Indian children feel about living on a reservation. The use of songs and poems spark more student interest especially in the case of the gifted and talented.

In an effort to show both sides of major issues in American history, America! America! indicates how divided U.S. opinion was regarding vital issues such as the War with Mexico in 1846, U.S. expansion in the Philippines, military intervention in Viet Nam, and the movement of the American Indian to reservations. Unfortunately, the primary source readings are never presented showing views from opposing sides when this could have been done in any of the aforementioned issues or in the case of an issue like slavery.

Chapter 6, "Permanent English Colonies", asks the students to form hypotheses about life in the Jamestown Colony. To create these hypotheses, the students evaluate a photo of the settlers landing on the shore of Jamestown, Virginia. After doing readings in the chapter, students are asked to revise their original hypotheses if new evidence presented would necessitate such a revision. The use of the scientific method in this chapter helps to develop the higher thinking skills of both snythesis and evaluation. Chapter 6 is not unique in presenting material that would particularly appeal to a gifted student. Other chapters do this as well. In Chapter 28, "American Inventors", students read a primary source written in the early 1900's which expresses the advantages of automobile transportation versus travel by horse drawn vehicle. After completing the reading, students are asked to evaluate the effects of automobiles on our present society. Then to carry this train of thought further, the students are asked these questions: (p.421)

> What new inventions can you think of from your lifetime? Have they brought changes? Have these changes been good or bad?

Although this textbook does much to encourage the gifted student, there are unfortunately some failings as well. One of them is the absence of a bibliography in the student textbook. Although the teacher's guide has this feature, it would be easier to encourage the gifted in the class to select books for further inquiry if a bibliography was found at the end of each chapter or unit. Another problem area is a lack of information about simulation games. Though the teacher's edition suggests them at times specific simulations are either not named, or if the name is given, no publisher's name is listed. Yet another weakness is a lack of depth in explaining some of the projects students could attempt. An example is found on p.420 where the teacher notes suggest that "Students might research particular inventions to examine their lasting effects on our lives." It would be very helpful if a list of inventions to be researched were provided. In addition, how the information on the invention would be presented to the class would be yet another important consideration. Would it be an oral report? Would there be a large drawing, model, or some other representation possible? Although many projects that have merit are suggested, all too often, not enough criteria or guidelines are provided for either the instructor or student. It probably would have been advantageous to present fewer project ideas for each chapter and provide more details and examples for the ones being suggested.

America! America! is an attractive book that will appeal to a broad range of students. Its design is difficult to criticize with its abundance of photos which capture the young and old, rich and poor, famous and obscure. There are 90 source readings which help to bring history to life. This text, for the most part, is one that can be used to encourage gifted students especially through suggestions provided in the teacher's edition.

Reviewer #6

Let Freedom Ring - A History of the United States
Silver-Burdett

Silver-Burdett's, Let Freedom Ring - A History of the United States, is a textbook which has many features appropriate for gifted and talented students. This textbook has a teacher's edition with many advantages for the classroom teacher. First, the teacher's edition is an oversized version of the student textbook. This allows the teacher edition's margins to be used to provide chapter objectives, discussion questions, suggestions for projects, background information, a word bank of key vocabulary words, and films and books that can be used to motivate students. Second, the discussion questions which are referred to as "Developmental Activities" name the type of higher level thinking skill that is being employed. Many questions deal with the higher level thinking skills such as application, analysis and synthesis. In some instances, these "Developmental Activities" draw upon a poem, a reading from literature, or a famous quotation that will need to be analyzed and applied to the historical situation being examined at the time. Third, the teacher edition includes 18 activity masters, pages that can be removed from the back of the book that are suitable for reproduction. These masters mainly involve the recall skills of labeling, listing, and locating; nevertheless they are very helpful in providing the student with more insight about particular historical events.

Let Freedom Ring is not the type of material where the instructor would cover one chapter in one class period. Most chapters are 16 to 20 pages in length and they are replete with many discussion starter questions in the teacher's edition. In addition, many primary source readings are included which provide important depth to incidents and issues covered. Some of the primary source readings will show different viewpoints regarding the same issue. For example, regarding the institution of slavery, a source material is provided which is pro-slavery. It was written by Sir Charles Lyell, an Englishman, who compares the lives of slaves favorably with the lot of the poor in England. A totally opposite point of view is presented by Frederick Douglass, a slave, who had escaped from his owner. To further supplement the primary source information, many times the section called "Background Information" in the teacher's edition will provide mini-biographies regarding the author of a primary source. This is the case with Frederick Douglass. Further adding to the amount of time it would take to complete a chapter are suggestions for resource and panel discussions which are particularly suited for gifted and talented students. One suggestion related to the "Slavery" chapter was for a group of students to read portions of the book, Roots, by Alex Haley and to report to the class about each generation of Haley's family. The teacher's edition indicates that this could be an ongoing activity with one report given each day for a period of week. Since there are suggestions for various films and filmstrips that can be used with each chapter, it is conceivable that an instructor might spend more than one week on a single chapter - but this would be time profitably spent when one considers the wealth of motivational, developmental, and enrichment activities which have been provided.

Each chapter culminates with a "Chapter Review" section. This section includes "Key Facts", a "Vocabulary Test", "Review Questions", and a section called "Activities". Other than the "Activities" portion, the other three involve mainly recall knowledge. The "Activities" section, however, attempts to provide some challenge for the higher ability students. An example would be an activity in the "Chapter Review" for chapter 25. Since this chapter deals with America as a "melting pot" of nationalities, the students are asked to do the following:

> A figure known as "Uncle Sam" is often used to represent the American people in political cartoons. Do you think Uncle Sam is an accurate representation? If not, can you suggest, or draw, a cartoon figure that you feel more suitable?

Here the higher level thinking skill of synthesis is employed in a drawing or perhaps a collage of photos taken from magazines which could represent America's different races of people, types of clothing, hair styles, age groups, and sexes with all of these elements incorporated in a composite person called the "American".

Let Freedom Ring appears to be an excellent material for the gifted students and does not necessitate special training for a teacher to be able to use it with the gifted and talented students.

Reviewer #6

Summary of Findings and Recommendations

Having reviewed ten grade eight American history textbooks and accompanying teacher's manuals concerning their usefulness in the instruction of gifted/talented students, it seems that only two of the publishers have met most of the criteria pertaining to the instruction of the gifted and talented. In four instances, the publisher has produced a textbook that may be adequate for the gifted/talented but has presented a teacher's manual which falls far short of achieving this same goal.

As preparation was made to establish criteria, it was determined that a teacher's manual should provide ample suggestions to accommodate the needs of higher ability students. It was hoped the manual would accomplish the following: provide many open-ended questions, include detailed explanations and illustrations of some complex economic and social science terms, and contain suggestions that promote a variety of learning styles in the classroom. As already mentioned, only two of the publishers provided teacher's manuals which satisfied these criteria.

Regarding the student textbook and the teacher's manual, here are some constructive suggestions which publishers may wish to contemplate:

1) The teacher's manual should provide a very specific rationale for the importance of meeting the needs of gifted/talented students.

2) All students in grade eight, even the high ability students need specific "reading readiness" assistance with complex terms such as "compromise", "moderate", "radical", "conservative", "depression", "inflation", "due process of law", and many others. Very detailed illustrations explaining these terms should be presented in a way the student can relate to easily.

3) Both the student textbook and the teacher's manual need more questions regarding the higher level thinking skills of analysis, synthesis, and evaluation.

4) Primary source readings in the student textbook could be done in more depth which will make history come alive. Include a full page passage from literary works such as "The Red Badge of Courage", "All Quiet on the Western Front", "Hiroshima", "The Diary of Anne Frank", and others.

5) Finally, provide a variety of modes on instruction to reinforce teaching objectives. More needs to be done to encourage creative small group projects, simulation games, and some values clarification methodology such as values voting, rank ordering, and the dynamics of group interaction.

Reviewer #7, Handicapped

TITLE: American History for Today

PUBLISHER: Ginn and Company

FINDINGS:

This textbook alludes to the fact that handicaps were and are existent in our society. However, these references are limited and biased in nature. The author's reference to Dorthea Dix in making better conditions for the "insane", provides a negative, stereotyping view of the mentally ill. Other references refer to "Barnums midgets" portrayed as performers and emphasis is placed on the size of individuals. Both instances are treated in such a way that they provide a very stereotypic and bias view. The fact that Mr. Bell was mentioned as being a teacher of the deaf leads the reader to believe that the deaf may have been educated. However, throughout the text no other reference is made as to the education of any handicapped subgroup.

It would seem evident that our educational tools are important in providing our society with positive attitudes towards various subgroups in our sociological structure, particularly the handicapped. Therefore, such terms as "insane", "madman", "physical weakling", "helpless", "poor eyesight", "fat" and "heaviest" should be avoided.

The authors fail to portray the handicapped in the mainstream of our society. They also have avoided mentioning the contributions of the various handicapped subgroups in our society. The handicapped have been completely avoided in the discussions concerning minority groups, technology, civil rights and education. Throughout the textbook there are numerous opportunities for the handicapped to be portrayed as positive, contributing members of our society.

Reviewer #7, Handicapped

TITLE: America: Its People and Values

PUBLISHER: Harcourt, Brace and Jovanovich Inc.

FINDINGS:

The authors of this textbook should be commended for their lengthy discussion of the handicapped in the early 1800's. In this section the handicapped are viewed as a group having special needs rather than the previous trend of being suppressed or treated as criminals. This reference to the handicapped leaves the reader hopeful that similar discussions will occur throughout the text. However, quite the contrary, nowhere else are the handicapped referred to, with the exception of a mere mention that the handicapped are represented under the Social Security Act.

Throughout the textbook the influences and contributions of the various subgroups of our nation are discussed. However, those of the handicapped are completely ignored. Although the 1800's depict the handicapped as unacceptable members of the society, today they are contributing members of the mainstream of American life.

Discussions concerning the various subgroups of the handicapped and their influences on today's society, as well as discussions on influential characters in our nation's history and their mild handicaps, would be appropriate in all units of the textbook. To encourage a positive attitude among students, portrayal of the handicapped in the mainstream of our society would be very useful and can be incorporated in pictures and textbook discussions.

Reviewer #7, Handicapped

TITLE: We the People

PUBLISHER: D.C. Heath and Co.

FINDINGS:

The authors have, on occasion, referred to the handicapped in their discussions of the development of our nation. However, these occasions are limited to a picture of wounded soldiers and a discussion of President Roosevelt and his inability to walk. In their discussion of President Roosevelt, the authors tend to emphasize what he could not do or should not do, thus creating a negative bias.

In the authors' general overview of individuals and groups that have contributed to our nation's history, the handicapped are significantly underrepresented. The handicapped are a subgroup in our socialogical structure and have influenced trends in education, legislation, public opinion, architecture and communication systems. Because of the inability to depict the handicapped in various sections of the textbook, the authors have incorporated a bias.

The pictures in this textbook are an excellent educational tool, and therefore would be an opportune place to depict the various handicapped subgroups, particularly in everyday situations. This reviewer would encourage discussions throughout the textbook of the handicapper's influence in legislation, special education and the movement for a "barrier free environment" and contributions made in other areas.

Reviewer #7, Handicapped

TITLE: The American Way

PUBLISHER: Holt, Rinehart and Winston

FINDINGS:

The author has discussed the development of our nation today by discussing the following "interweaving" themes: Variety and Shared Values, Representation, Expansionism and Individualism, Majority Rule and Minority Rights, Bigness and Trying to Preserve and Improve. Throughout these themes various subgroups of individuals are discussed, and some are mentioned more than others. However, the handicapped, as a subgroup, are significantly underrepresented.

References to the handicapped are limited to a very positive, yet brief, discussion of education for the deaf and blind, and conditions for the mentally ill during the early 1800's. A portrayal of President Roosevelt as a strong leader and needing devices to help him stand gives the reader a positive attitude toward the handicapped. At one point in the textbook a man carrying a sign is wearing dark glasses. It is questionable whether this man has a visual impairment.

Although the handicapped could be represented in any of the themes, particular references could be made in Variety and Shared Values, Representation and Trying to Preserve and Improve. Discussions of the handicapper's strife for a free, appropriate education and barrier free environments, as well as the portrayal of the handicapped in the mainstream of society, would be appropriate.

Reviewer #7, Handicapped

TITLE: This is America's Story

PUBLISHER: Holt, Mifflin Company

FINDINGS:

The authors of this textbook provide the reader with a very general overview of the development of our nation as a world leader. Discussions refer to Americans as a group, thus leaving few occasions for the various subgroups to be represented. The authors have taken advantage of some of these occasions and have included the handicapped in discussions of conditions for the "insane" and "blind" during the early 1800's, as well as mention that Governor Stuyvesant had a wooden leg and President Roosevelt was crippled by polio.

Portrayal of the handicapped as Americans contributing to our nation's growth, as well as participating in an everyday American lifestyle, have been avoided. Chapter 26 entitled, "America Provides More Opportunites for More People", could provide many opportunities for discussion of the handicapped, particularly during the last two decades, however, it is void of any references. More specifically, the handicapped could be included in discussions of Civil Rights, advances in literature, Science and the Arts and in pictures depicting various aspects of the American lifesyle. These inclusions could provide the young reader with an opportunity to view people with special needs as contributing members of our society.

Reviewer #7, Handicapped

TITLE: Two Centuries of Progress

PUBLISHER: Laidlaw Brothers

FINDINGS:

This textbook is filled with information concerning the American way of life and detailed discussions of various subcultures within our society, past and present. However, one subgroup is significantly underrepresented - the handicapped. They have made many contributions, as well as influenced many facets of our society. The handicapped have become increasingly intermingled throughout the mainstream of American life and have also made much progress in the last two centuries.

With such titles as, Patterns of Prejudice and Discrimination, A Changing Society, Changing Social Views, United States Population, The Winds of Change (just to name a few), one could think that a discussion of the handicapped would be appropriate in each section. However, the authors make few references to the handicapped. These exceptions are referred to in discussions of the "Mayflower Compact" and who could sign it, reforms in prisons, care of the "insane" and the Social Security Act. While reviewing this textbook, the reader will notice that pictures are an important learning tool. On two occasions the handicapped were clearly portrayed, and other pictures depicting men carrying walking canes are questionable as it appears to be a trend of the day.

Portrayal of the handicapped as positive, contributing members of our society could very easily be incorporated in this textbook. Such terms as "invalid" and "insane" should be avoided as they have negative and stereotypic connotations associated with them. Discussion of the reforms made by the handicapped, particularly in the areas of education and architecture, both in the textbook and group discussions, should be encouraged. Scenes depicting the varous subgroups of the handicapped in the mainstream of our society should be incorporated.

Reviewer #7, Handicapped

TITLE: The Free and the Brave

PUBLISHER: Rand McNally and Company

FINDINGS:

The authors of this textbook have made references to the handicapped in various sections. These references tend to be somewhat positive in nature, but are very limited. The portrayal of the handicapped in a positive manner is very important in developing attitudes of students. However, equally important is the portrayal of the handicapped as acceptable, contributing members of the mainstream of our society as well as reforms made by this group.

The authors have discussed the handicapping conditions of some influential characters in our nation's history as well as mention some of the techniques used to compensate for the handicapped in the 1800's. However, missing from the discussion are the reforms made by the handicapped in the last two decades. Pictures of the various subgroups of the handicapped could be incorporated.

Reviewer #7, Handicapped

TITLE: American Adventures

PUBLISHER: Scholastic Book Services

FINDINGS:

Many famous characters in our nation's history have been portrayed throughout this textbook. In the portrayal of these characters, the reader can gain information about prejudices concerning the handicapped, as well as devices used in aiding the crippled and educational attitudes towards the visually impaired furing the early 1800's. In portraying characters such as President Roosevelt, Thomas Edison and Woodrow Wilson, the reader is also provided a positive portrait of their handicaps.

The textbook is negligent in providing information concerning more recent developments of the handicapped. To enhance discussions of the "people", the author might expand discussions to include the various handicaps, as well as a portrayal of the handicapped during the 1900's. Reforms during the 1900's, particularly in the last two decades, have made it possible for the handicapped to become acceptable, contributing mebers of our society. These reforms deserve mention, as well as portrayal, of the handicapped as the "average American" engaged in the mainstream of society.

Reviewer #7, Handicapped

TITLE: America, America

PUBLISHER: Scott Forseman and Company

FINDINGS:

This textbook provides the reader with an explicit, pictorial, as well as written discussions, characteristic of the different periods of American history. The pictures protray many of the various groups making up our social structure. However, one group, the handicapped, have been omitted on many occasions. Pictures of men using canes causes the reader to wonder whether these men are using canes out of necessity or fashion. Another picture portrays a wounded soldier missing a leg and on crutches. Portraits of the handicapped in various aspects of life throughout the textbook would be appropriate, but are non-existent.

Discussions of the handicapped are included and limited to reforms for the mentally ill and supported by a discussion of special services provided for individuals with mental or physical handicaps today, a discussion of a crippled member of a family and President Roosevelt who was crippled by polio. Emphasis in each of these discussions tend to be on special needs of the handicapped rather than their shared values and needs.

Discussions of the handicapped could be blended into many areas of the textbook. Particular references could be made in sections concerning changing lifesyles, reforms, education, civil rights and technology.

Reviewer #7, Handicapped

TITLE: Let Freedom Ring

PUBLISHER: Silver Burdett Company

FINDINGS:

The authors of this textbook are cognizant of the need for the handicapped to be considered in their textbook. This is evident in their inclusion of "Slow Learner Techniques" incorporated throughout the teacher's edition. Although these techniques are repetitive and assume difficulties, they provide the teacher with methods to reinforce the material. The authors have included the handicapped in their introduction by picturing a person in a wheelchair participating in the Special Olympics. On another occasion a person in a wheelchair is shown registering to vote. A discussion of the Social Security Act mentions that the handicapped are included. In the "Slow Learner Techniques" the authors have included a discussion concerning the oppression of the handicapped.

Although the handicapped are included, many opportunities for representation were neglected. Subgroups of the handicapped population are not limited to slow learners, the mentally ill and people in wheelchairs. Portrayal of other handicaps could have been included particularly in sections: Exploring the World Today, Investigating Economic and Social Change, Investigating Cultural Plurality and Investigating the American Way of Life. The authors have omitted reforms and influences made by the handicapped. Portrayal of the handicapped in the mainstream of American life is limited to the picture of a handicapped person registering to vote. Many instances for discussions of the handicapped could occur and should be encouraged.

Reviewer #7, Handicapped

SUMMARY OF FINDINGS:

In today's multi-faceted society in which we are finding mainstreaming of the handicapped more prevalent in our public educational systems, it is necessary to educate students about these handicaps. The social studies textbooks are one media through which this education can occur. Materials presented in a non-biased, non-stereotypic manner can assist students in understanding and forming positive social attitutes towards the handicapped.

This reviewer noted that although all of the textbooks consistantly discussed Dorothea Dix and her contributions in caring for the mentally ill during the 1800's and President Roosevelt's inability to walk due to polio, they all fail to portray the handicapped during the late 1900's. With the exception of one textbook, portrayal of the handicapped as active members in the mainstream of our society, are non-existent. Today, reforms of the handicapped have influenced legislation, education, technology, the arts and even architecture. Throughout this textbook study discussions of these reforms were deleted.

The handicapped have progressed from being suppressed prior to the 1800's to becoming acceptable, contributing members of our society during the late 1900's. During the 1970's legislation caused the handicapped to be educated in their "least restrictive environment", which in many cases means our public educational systems. Providing barrier free environments has allowed the handicapped to become increasingly intermingled in the mainstream of our society. Education of the handicapped led to understanding, thus ridding our young population of some prejudices and making mainstreaming and intermingling more successful.

Reviewer 8-A

American History for Today

Ginn and Company

The textbook aims to tell "the history of all the people of the United States." On the whole, it does so. Almost all ethnic, social, and religious groups as well as women are included somewhere, although Blacks get more attention than any other minority group and more than women.

The textbook surveys American history. All the conventional topics are here, from the early exploration of the continent on through Vietnam, Watergate, and the "oil crisis" of the 1970's. In this eighth grade text topics differ from conventional eleventh grade American history only in depth.

This textbook is crowded with information, in this reviewer's judgment, overcrowded. Had such matters as the Barbary pirates, the founding of the Children's Aid Society, and the U-2 incident been omitted, significant developments could have been emphasized. Instead, broad coverage gives nearly equal importance to disparate conditions and events. Some major trends do come through: for example, that the country's growth came from the efforts of all of our people; and that the United States is a world power. The textbook does emphasize the civil rights movement for minorities and women. Occasionally it interprets explicitly: slavery was the major cause of the Civil War. Nevertheless, this textbook does not highlight basic concepts and trends.

The prose is easily read. The style is primarily narrative. When explanations or conflicting points of view are included, as they often are, they are ordinarily clear and fair, although simple. Examples are the discussions of the origins of the American Revolution, the debate over slavery, sharecropping, the goals of labor unions, the "good" and "bad" from the rise of "Big Business," and the policy of containment.

However, the two requirements of "covering everything" and simple prose at times make for misleading oversimplification. For example, the textbook suggests that in the 1820's what had been one country began to divide into sections; the slow and irregular growth of nationalism hardly appears.

At times the book is out of date. The Federal Reserve System still helps to keep our "money supply big enough to meet our needs." Consideration of nuclear power as a source of future energy is overly optimistic. Recent problems of productivity, unemployment, and inflation are largely ignored.

Some attention goes to global perspectives. Since World War II the country has been deeply involved in international affairs, especially in the Cold War. A short section reports how peoples elsewhere view the United States. Current global problems are briefly discussed. The United Nations is included. Still in this textbook, the United States entered world wars more in response to events elsewhere than as an outcome of our own policies. By "helping" the revolt in Panama, as a further example, the United States got "the right to build" the Panama Canal. Interdependence is clearer in the treatment of very recent history.

The tone of the textbook is positive. In the course of our history, things have gone wrong at times--and well at others. Yet when people work together, compromise, and use the democratic process, conditions improve.

The textbook has four major parts: 1) The Founding of America (through the Constitution); 2) Problems of the New Nation (through Reconstruction); 3) Our Country's Growth (industrialization through the New Deal); and 4) The World of Today (World War II on.) The first two parts are roughly one semester's work. Each major part is subdivided into several units (chapters). Each unit, in turn, is divided into sections, about a day's lesson, with six to nine "Main Points." Within sections, a) sub-headings ask focus questions; b) followed by a few short paragraphs on that question; c) followed by one to three more specific questions. The format intends to encourage comprehension and recall, page by page.

At the end of every unit are a) a time line; b) reminders of the key question and sections of the unit; and c) a few important summary questions.

Also at each unit's end are questions aimed at empathy, value judgment, or use of ideas and issues of the past for examining issues of today. In this reviewer's eyes, most of these questions are first-rate. Students can probably handle many of them with the help of teachers competent in leading discussion: for example, a) would Penn have been wiser to allow Quakers only in Pennsylvania; and b) are such products as refrigerators the things that really make a nation rich? However, for many other questions students will need supplementary information and materials for going beyond mere off-the-cuff opinion. For example, students are reminded that Washington chose cabinet members of conflicting views and asked whether a President should do so today; students are later asked whether there should be a "Marshall Plan" for American cities today. Wise teachers can use such questions as take-off points for significant inquiry.

Maps, pictures, cartoons, graphs and diagrams are numerous to encourage interest, comprehension, or interpretation. Boxed here and there are sidelights on history: examples are accounts of Patrick Henry's famous speech; the Mormons; P.T. Barnum; and Thurgood Marshall.

Above all, this textbook fosters acquisition of knowledge. Simple prose, visual aids, and structuring questions probably promote improved reading skills. (The information load probably hinders the development of major ideas and comprehension.) The textbook encourages the recognition of competing points of view. It does promote such core values as freedom, democracy, reliance on law, justice, and better lives for all. The end-of-unit questions, properly used, foster thinking and examination of values. At the least, this textbook can make students, even of low reading ability, aware of a wide range of conditions and events.

Reviewer 8A

America: Its People and Values

Harcourt Brace Jovanovich, Inc.

This textbook begins with Native American Indians and European exploration and moves on to about 1850 for, presumably, a first semester's work. The second half covers the Civil War and Reconstruction through overseas expansion and other common topics, to such recent matters as energy, computers, and space. The organization is largely chronological although the latter chapters are more nearly topical.

On strength of this textbook is a systematic plan for developing inquiry skills. Some thirty-five explanatory exercises, inset within chapters and followed by end-of-chapter-and-unit exercises, focus on skills such as seeing historical problems; using primary and secondary sources; using documents, graphs, and maps as evidence; distinguishing fact from opinion; recognizing a frame of reference; identifying values in decisions; detecting bias and propaganda; and predicting consequences. Although not built into the prose, the exercises are closely related and carefully drawn.

Moreover, at the end of each unit is a discussion of related American values; for example, pride in the nation; work; the importance of individuals; free business enterprise; compromise; freedom; "goods and products that make life more comfortable and enjoyable;" education; "the role of government in promoting the well-being of all citizens;" and knowledge. The aim is for recognition and commitment. Value conflicts do appear elsewhere in issues and review exercises.

Although the textbook covers broadly, it encourages comprehension. Facts are organized in ample narratives and explanations: for example, the origins of the American Revolution; basic principles of the Constitution; improving transportation, roughly 1820-60; the role of resources in the development of agriculture and industry; and the organization of labor unions and labor laws. Selected concepts are made plain: to illustrate, apprentice, confederation, federalism, the Fourteenth Amendment, Jim Crow laws, corporation, imperialism, and automation. Trends get emphasis: for example, self-government in the colonies; the origins of the Civil War in sectionalism and slavery; government regulation of business, 1865 to the 1970's; the "farm problem" and policies, 1920 to the 1970's.

In addition to such aids to comprehension are subheadings, decent style, and, where social science terms are unnecessary, fairly simple language. Still the great mass of information and thorough treatment of large numbers of topics will make this textbook difficult for many students.

On the whole, the textbook treats matters with impartiality, promoted by full discussion and inoffensive language.

The over-all tone is highly positive. Injustices, conflicts, and difficulties do appear. Most matters, however, have worked out quite well. Problems have been solved - and will be. This tone and efforts to simplify sometimes mislead: the 1922 immigration law set quotas, for example, but not preferential quotas; Nixon's downfall occurred only because he - and others - covered up the Watergate burglary; South Vietnam was left "free of Communist control." Inflation escapes notice. The future of nuclear energy is bright.

Except for Middle Easterners, all sorts of ethnic, racial, and religious groups are discussed throughout the book. A chapter also describes their roles, emphasizing the ways each group has augmented social vitality, and mentions outstanding individuals. Sources of racism, prejudice, discrimination, and segregation are actually explained - and clearly. Women appear, but most often in rights movements. The handicapped and age groups get only occasional attention.

Foreign affairs and trade are discussed throughout. American policies appear to be fairly benign. Imperialism is considered, but the term is not clearly applied to American overseas expansion and intervention. The setting out of which World Wars I and II grew are plain; wars can and do happen. The United Nations is described clearly and respectfully. The Cold War is highlighted, but currently abating. The war in Vietnam is shown as a response to Communist aggression; the strength of anti-war protests is downplayed as is the pervasive influence of the war on domestic affairs. Population growth, resources and energy, and markets are related to world affairs. Although the frame of reference in this textbook is American, it includes enough information for classroom consideration of at least some problems in more global terms.

Units in this textbook include several chapters, each subdivided into sections, about a day's lesson. Sections begin with focusing questions and end with check-ups. Chapters conclude with an outline of main ideas, review lists of terms or concepts and significant people, questions calling for reorganizing knowledge, and inquiry exercises. Units conclude with review questions asking for broader reorganization of knowledge; suggested activities for finding out more and working up maps, graphs, posters, writing or dramatizations; and, again, inquiry exercises and a discussion of values.

Boxed within chapters are picture biographies of significant people: for example, John Peter Zenger, Lucretia Mott, Osceola, Luigi di Cesnola, Rockefeller, Einstein, Charles Drew, and George Marshall. Chapters contain maps, simple time lines, and charts. Pictures are fairly numerous and usually informative; many are examples of American art. A workbook or set of tests on information, vocabulary, and low level skills accompanies the textbook as does a Teachers Guide and Resource Manual.

A primary goal of this textbook is developing knowledge, not just of facts, but of trends and basic ideas. Skills in thinking are also significant goals along with recognition and acceptance of American values.

Reviewer 8A

We the People

D.C. Heath

This textbook recounts American history chronologically. The familiar topics are here: exploration; the colonies; the Revolution and Constitution; territorial expansion and the frontier; Civil War and Reconstruction; industrialization; urbanization; World Wars I and II; the Depression and the New Deal; the post-War years through Vietnam, Watergate, and space; and finally present problems of energy and the environment, civil rights, and urban areas. The book begins with the nature of history, the geographic setting, and Indian civilizations.

However, the major emphasis is on people, both individuals and groups. Woven through are the roles of racial, religious, and ethnic groups, men and women, young and old, and even the physically handicapped. We are all there.

The textbook has reduced the sheer mass of information and at times avoided complex content. It has pruned the detail from several conventional topics: for example, the French and Indian War, the reforms of the Jacksonian Period, the regulation of railroads, and the Versailles Treaty. Political history is down-played: the Compromise of 1850 and the formation of the Republication Party are not discussed explicitly, although compromises over slavery in the territories are; the elections of 1900, 1908, and 1912 are ignored, although not the reforms of the period. The number of terms is decreased: for example, the gists of the Monroe Doctrine, manifest destiny, and Brown vs. Topeka are all plain, but unnamed. Some complicated matters are omitted. They are often economic: Hamilton and the Bank, the Federal Reserve System, business cycles, and inflation, to illustrate.

Consequently, the textbook can and does highlight "the stories" of such people as William Penn, Jefferson, Samuel Slater, Daniel Boone, Frederick Douglass, Lincoln, Carnegie, Chief Joseph, women's rights advocates, a Russian Jewish family deciding to emigrate, Martin Luther King, Jr., and Dolores Huerta. It does make clear such matters as the significance of New England towns; the basic principles of the Constitution; the Indian, Spanish, and Mexican settlements of the southwest prior to American acquisition; the nature of slavery; the goals of labor unions; and the awesome power of nuclear bombs.

Moreover, selected coverage allows such major points as these to stand out. The colonists developed new ways of life in the New World. The growth of business and industry has increased prosperity, though not for all. Industrialization and urbanization have brought social changes, from families to the role of government. Our welfare has depended and does on natural resources. Minorities have pressed for opportunities; gains have been made though much is still to be achieved.

The style of this textbook is primarily narrative, although explanations are frequent and clear. The prose is simple. Accounts are ordinarily impartial. Differing points of view often appear: for example, on slavery, including those of slaves; American Indians and Whites. Selection does interpret. Still, explicit interpretations do occur. The issue of the Vietnamese War was the spread of Communism; protests in this country are duly noticed, but not their convulsive strength. In general, the tone of the book is positive without ignoring problems and wrongs.

The focus in this textbook is on the United States. True, this country has always traded around the world. We have had conflicts with other nations: over neutral rights in the War of 1812; with Mexico and others in Latin America. The origins of World Wars I and II are explained simply; the United States fought because our interests were involved, but our involvement was an outcome of conditions created elsewhere. Our relations with the world in the post-War years are considered primarily in terms of the Cold War. Conservation is largely conservation of American resources. Corporations have grown but are not multi-national. Still, our country has been enriched by people who have come from all over - and by American Indians. At the end of the book, futurists look ahead; here the perspective is more nearly global.

The textbook is divided into ten units; the first five go through Reconstruction, a first semester's study. Every unit is subdivided into two or three chapters, each made up of two to four "lesson modules," about two days' work. a) Every "lesson module" begins with a "story," to encourage interest and develop more fully some event, person, or idea. (Examples were cited above.) After each story are questions and a Vocabulary Study. b) Then follows a reading selection: each 1) begins with a review of the preceding lesson; 2) main questions head 3) a few paragraphs of prose; 4) a last paragraph summarizes. c) Each lesson concludes with exercises at three or four levels of difficulty: at the lowest, recalling information and building such skills as using vocabulary, maps, and pictures; next, comprehension and seeing relationships; and then considering ideas, perhaps comparing viewpoints or supporting a position. d) Similar exercises conclude each chapter with the addition of topics for "outside" study.

Especially helpful are the many, informative pictures: those set within, focusing, and clarifying the reading material, and those set in special sections of each unit, showing everyday life and its settings. For understanding the pictures may be as important as the prose. They also contribute interest. Maps are numerous, clear, and pointed. Diagrams, time lines, cartoons, and charts are included.

A Teacher's Edition offers unit and chapter overviews, lists of major ideas, suggestions for teaching, bibliographies for teachers and students, lists of films and filmstrips, and tests.

Knowledge is the major goal of this textbook. Its structure and aids to reading comprehension, along with reductions in the information load, are likely to foster both reading skills and understanding. The book promotes commitment to such core values as democracy, open opportunity, justice under law, cultural pluralism, and responsibility for the common welfare.

Some opportunities for thought are offered as well as efforts to encourage interests.

Reviewer 8A

The American Way
Holt, Rinehart, and Winston

In this textbook familiar and significant aspects of American history are organized chronologically, but within six units, each focusing on major characteristics of American society: 1) variety and shared values (to the Constitution); 2) variety, liberty, and representation (the Constitution and the new nation); 3) expansion and individualism (c.1830-50); 4) majority rule and minority rights (the Civil War to 1876); 5) big (c.1870-1900); and 6) trying to preserve, trying to improve (1900 on). Each unit opens with a consideration of the meaning of those characteristics to be emphasized therein. In successive units earlier characteristics recur. Somewhat more than half of the book takes students to about mid-19th century. The 1850's through Reconstruction, modern America through the post-War years to Carter's election make up roughly a second half.

The textbook is remarkably well-written. Headings often interpret: to illustrate, "Changing Power the American Way" heads the Federalists' loss to Jeffersonian Republicans; Reconstruction is discussed under "Rebuilding-for Whom?" and World War II, "A World War for Survival." Every chapter has an overview and major questions; a time line; sections with sub-headings, focusing questions in the margins, and check-up questions; all aids to reading. Still these aids do not dominate flow and style in the prose.

Explanations are plain and full; for example, basic ideas of the Constitution; origins of segregation in the South (and elsewhere); organizing labor unions; growth of professional organizations; and American intervention in Panama to build the Canal.

Issues, problems and trends, though clear, are hardly simple: for example, consideration of expanding educational opportunity asks for whom and for what purpose; reforms of the Progressives improved conditions for many but not for Blacks and Native Americans; under the New Deal the federal government took on new responsibilities, but with uneven success; from the domino theory came gradual increase of involvement in Vietnam, eventually resulting in wideapread protests and pervasive influence on domestic affairs. Full discussion permits defensible interpretations without undue bias.

The textbook includes a great deal of information; several triangles of colonial trade; negotiations over the peace treaty ending the Revolutionary War; Marshall's decision in Gibbon vs. Ogden and its implications for interstate commerce; the campaign and election of 1840; and Carnegie's philanthropy are examples. Such detail is used to make defensible points.It adds to meaning and probably style. Even so, complexity makes difficulty. This reviewer considers the textbook more suitable for high school than junior high school students.

Cultural pluralism is part and parcel of The American Way. Native American cultures varied from the outset. Mexicans, Spaniards, and, in time, Anglos settled in the southwest before the Mexican Cession. People in the Thirteen Colonies were of diverse origins and creeds. Except for the recent Middle Easterners and boat peoples, all ethnic, social, religious, and social class groups are here. Racism is mentioned explicitly. Women figure prominently. Age groups and the handicapped are noticed. The histories of all our people are continuous threads integrated naturally and normally with other threads of our history.

American foreign affairs--trade, territorial and economic expansion, and responses to conflicts begun elsewhere--are frequently considered. Although Americans became "permanently international" by the 1940's, the emphasis is on the Cold War and collective security with our allies, not the United Nations, nor improved world conditions, nor dangers from nuclear warfare. Current problems of energy, employment, and pollution are not global affairs.

Pictures, maps, cartoons, quotations, graphs, and charts are numerous and helpful, frequently accompanied by questions. Chapters occasionally include sidelights on history: Crispus Attucks, for example, physically handicappped Fannie Farmer, and the English language, dialect, and bilingualism. Each chapter concludes with questions on the main ideas; books to read; and further activities for finding out more, often from sources outside the text. Each unit ends with a) a summary essay and b) activities for using terms and maps, and writing. Insets within chapters explain how to develop such study skills as reading with understanding, using maps, and observing.

Many activities in the chapter and unit reviews call for reorganizing knowledge: typical of such exercises are writing an explanation of why the American colonies rebelled; or figuring out which state boundaries follow geographic features. Some opportunities for practicing thinking occur: again, typical exercises are finding and reading a first-hand account of life on a Southern plantation and inferring people's concerns; and writing an essay comparing reasons for American involvement in World War II with those for Vietnam. Occasionally exercises ask students to examine values: for example, by writing on a) whether people like Rockefeller should be called "robber barons," b) how much effort immigrants should make to learn English and Anglo-American customs; and c) aspects of modern life students wish were fairer and ways to improvement. At times activities encourage relating the past to the present or the local area: for example, comparing routes of roads 150 years ago with routes of today; and finding out about students' own political districts and representatives, or the operations of a local branch of a"nationally advertised" store.

The major goal of this textbook is the development of knowledge. The skills sections promote the study skills needed for understanding content. Characteristics of the American way are core values, clearly endorsed. Positive aspects do not obscure the negative. Conflicting values appear in explanations of issues. Still the book aims for enlightened commitment. If students use the unit and chapter activities, they can gain at least some abilities in thinking and examining values. Still this is an expository textbook, well-focused to develop ideas.

Reviewer 8A

This Is America's Story

Houghton Mifflin Company

This textbook is a largely chronological account of conventional American history. It begins with Europe, moves to exploration and the colonies, and so on to the Revolution and Constitution; on to expansion and the West, sectionalism and the Civil War; industrialization, urbanization, and the shaping of modern America; World Wars I and II; the New Deal; and the post-War years, to end with energy, Watergate and Carter's election.

The book is full of information, in this reviewer's judgment, too full. However, the information is well organized to make trends clear and to develop major points. Several illustrations can be cited. Chapters on the Constitution and domestic and foreign policies of the new government, 1785-1815, do make the point that government in this country was established on a firm basis. Two later chapters develop the shift from American preoccupation with internal matters to a role in world affairs: the Monroe Doctrine, overseas expansion, and World War I. A section explains business cycles. Other sections each trace farm problems and policies, Indian-white relations, the need for unions and labor legislation, and urban developments over roughly the last one hundred years. Ample, organized information contributes to meaning. Brevity does not necessarily promote comprehension. However, there is needless detail: for example, Captain Gray and the China trade; the railroad strike of 1877; and the exact votes for Nixon and McGovern.

The diverse origins, roles, and contributions of this country's many people are respectfully treated. All sorts of immigrants are included as are American Indians. Europeans do get more attention than Orientals and those of Hispanic origins. Blacks were brought involuntarily, and "slaves did not humbly accept their enslavement." (House slaves were more "fortunate," however, than field hands!) The Civil Rights movement of the 1960's grew out of widespread injustices. Still the textbook hardly copes with racism. Cultural pluralism per se is only one, not the prime emphasis.

Familiar points about women are there: education, work outside the home, the right to vote, even ERA. However, women do not loom large in this textbook. The handicapped, the old, and the young receive only incidental notice.

Hefty emphasis does go to "foreign policy." Readers find not only conflicts such as the Mexican War, intervention in the Caribbean, and the Cold War, but cooperative endeavors such as the Organization of American States, the United Nations, and limitations on nuclear tests. Moreover, chapters develop trends in the history of Canada and Latin America: independence, government, and development.

Nonetheless, the full extent of our current interdependence with other parts of the world is not plain.

The textbook is generally fair. For example, the issues requiring compromise in the Constitutional Convention are clear. Mass production, the growth of corporations, research, and new business methods both increased production and created new problems. Both reasons for the Vietnam War and protests against it are included. However, Reconstruction is described largely in terms of restoring a stability acceptable to "Southern people," whites, although the accomplishments of Reconstruction governments are acknowledged. The book is also forthright: for example, Panama revolted "with the encouragement of" Theodore Roosevelt.

This fourth edition of a book published first in 1966 seems a bit out of date. "Negro" is frequently used as is "Black." "Spanish-speaking" means Mexican-American. The textbook omits recent information about this country's role in Chile. The book is overly cheerful about the future of nuclear energy. Achievements in the arts go no further than Duke Ellington, Grant Wood, and My Fair Lady.

The book is well-written, partly because style is not governed by reading formulas. Organization encourages comprehension as do discussions of concepts such as check-and-balance, tariff, collective bargaining, dry farming, supply and demand, assembly line, and Marshall Plan.

Units have coherence. Units and chapters have overviews. Chapter sections begin with focusing questions and vary from some two to eight pages, according to the demands of the topic. All sections have sub-headings and are followed by check-up questions. Chapters end with "sidelight" accounts: for example, Spanish names, the mechanical cotton picker, Black legislators, and national parks. Units conclude with summaries, review questions, further activities, units tests of knowledge, and skills sections on, for example, using maps, exploring local history, and evaluating information, telling students "how to."

Time lines, maps, first-hand accounts, graphs, diagrams, and cartoon-like charts of issues are numerous and well done. Insets highlight notable persons such as Clara Barton and Robert Goddard; Presidents; and peripheral points such as the patent system. Pictures and drawings abound; many are informative, some merely decorative. The book contains a section on how to use it and reference lists. A teacher's edition explains objectives and occasional notes.

Above all, this textbook aims to develop knowledge. A tone respectful of American achievements - wrongs are not ignored - probably promotes appreciation of our heritage. Material is there for developing study skills, thinking, and careful value examination, but not much practice in these abilities has been built in.

Summary of Findings and Recommendations

Reviewer 8-A

Findings:

Eighth grade textbooks in United States history cover a large number of topics, ordinarily those which schools and the public expect. Topics usually occur chronologically within historical periods, although major matters after 1870 are sometimes organized as chapters. Reconstruction is still the customary dividing line between the first and second semester's study. A great deal of information is included, often on public issues. Presentations are primarily narrative or descriptive. Explanations are frequent, although at the level of what-led-to-what. Textbooks do emphasize some topics over others. Most textbooks are moderately successful - and some far more so than others - at maintaining focus on selected major developments or ideas, even though other loosely related matters are also noticed. Nevertheless, the requirements of covering broadly make it hard to focus on what eighth graders might find meaningful in their ordinary lives.

Moreover, much of the content in eighth grade books will be covered again in greater detail in the eleventh grade. It is unfair to blame publisher for the repetition. The field in general has not differentiated curriculum at the two grade levels. The repetition, however, remains.

Clearly textbooks have tried to include the many people of our country. Textbooks published a few years ago and revised do much less well than those written recently. Sometimes minority groups of one sort or another are shown primarily as sources of problems or collections of famous people. In some textbooks immigrants, Blacks, Native Americans, and religious groups get more attention than those of Asian, Middle Eastern, and the several Hispanic origins. Women are included, but attention to their participating roles is uneven. Less notice goes to age groups and the handicapped. Language is less biased than it once was. Racism, perhaps even cultural pluralism, do not always get the consideration they deserve.

The frame of reference is American. Textbooks discuss foreign affairs and trade. One traces parallel trends in Canada and Latin America. The United Nations gets uneven consideration. The Cold War is still center stage. Although current problems are occasionally tied to global conditions, the full extent of present American interdependence in the world at large is not plain.

Textbooks generally maintain impartiality, chiefly by presentation of more than one viewpoint or by bland language. Here and there are misleading accounts or occasional inaccuracies. Publishers are still careful about offending one special interest group or another.

The primary goal of these textbooks is the acquisition of knowledge, surely of facts, but to some extent of trends and ideas. While problems, issues, and inequities are included, books are generally positive about the American heritage, enough so to foster acceptance of American values. Insets and end-of-chapter-and unit questions and activities promote reorganization of knowledge and study skills. All textbooks make at least some, though uneven, efforts to develop abilities in thinking and examination of values; one is systematically strong on inquiry skills; two on the explicit identification of values.

Questions and suggested activities are most often "add-ons," related but not actually required. In one textbook, however, inquiry skill exercises are tightly related, while in some others study skills fit in closely. In general, textbooks are suggesting more stimulating questions and activities. Their varying levels of difficulty and appeals to interest do offer opportunities to individualize.

Readability is getting attention, often by simpler vocabulary, shorter sentences and paragraphs, frequent sub-headings, and visual aids. Short and simple is not necessarily more understandable, however. The textbooks do vary in reading difficulty; one suitable for able, others for ordinary, others for less able readers. Moreover, textbooks differ on style, from bland and choppy to lively and appealing.

Textbooks include pictures, graphs, maps, time lines, and the like, helpful for understanding and even skills. Some efforts to form lessons as learning modules can be found. All books have reference materials such as the Declaration of Independence and the Constitution, tables, and bibliographies. Most have glossaries. Tests of information accompany some textbooks. Teachers Guides are usual and probably helpful.

Recommendations:

1. The nature of the eighth grade United States history course needs rethinking by social studies educators, schools, and publishers. The course ought to be differentiated from the eleventh grade. Curriculum content should center upon aspects of history more meaningful in the lives of eighth graders.

2. Textbooks cover too much. They are overloaded with information. Instead, students need more emphasis salient concepts and ideas, trends and changing conditions, along with an ample supply of supporting cases, first-hand accounts, pictures, role-playing

and simulation exercises, and other closer-to-concrete-experience aids to understanding. Textbooks ought to be more thorough on fewer topics.

3. Textbooks have improved in portraying both diversity and commality among our people. Some groups still receive too little notice. Somewhat more often conditions should be seen through the eyes of affected groups. Racism requires explicit discussion. Textbooks must show both the richness of variety and the participation of all sorts of people in the stream of our history.

4. Especially in considering recent history and emerging problems, energy and peace, for example, textbooks need more of a global perspective.

5. Textbooks should continue to take reading levels into account and even to build reading skills. However, those which rely upon cut-and-dried methods of doing so ought to move to methods of encouraging meaning and lively, flowing prose.

6. Textbooks should continue to provide graphs, time lines, maps, vocabulary lists, overviews, focusing questions, and summaries. Many are well done and important aids to understanding.

7. Textbooks ought to reduce the emphasis on knowledge, important as it is, and expand the range of behaviors in better content: a) organizing information as concepts, trends, or points of view; b) finding out from sources in the community; c) recognizing and examining values; and d) identifying consequences of courses of action. Learning activities for a broader range of objectives, and the requisite materials in a variety of forms ought at least sometimes to be built into the ongoing content of chapters as well as suggested for chapter and unit summaries. Experiences in history ought to be stimulating, active, and significant. It is hard to make them so when textbooks are bent on telling so much.

REVIEWER #8-B

TWO CENTURIES OF PROGRESS
UNITED STATES HISTORY -- Second Edition
Laidlaw Brothers

Using the interdisciplinary approach and the inquiry processes, this United States history program is concept-oriented and chronologically organized. In a description of the textbook, the publishers note that it is written in an "inviting narrative style with language well within the junior high school reading range." Furthermore, the Dale-Chall Formula for Predicting Readability was used to control vocabulary and sentence structure. Nevertheless, the readability of the textbook may be a serious problem for some students. Also, even though the book is attractive with many interesting reproductions, illustrations, graphs, charts, and maps, the format may not really be inviting to some students. The chapters and paragraphs are too lengthy.

The textbook does communicate values basic to the American democratic society. It demonstrates consideration for the human worth and dignity of all people in a pluralistic society. "All cultures in this society . . . must respect one another." "The Struggle for Racial Equality" is developed in-depth and includes the story of Black Americans. The role of Black Americans during the beginnings of American history are integrated in the events chronologically. The plight of Puerto Ricans, Cubans, Mexican Americans and Americans of Asiatic descent are also considered in "The Struggle for Racial Equality."

The textbook reflects a concern for the analysis of pertinent, persistent controversial issues such as the Sacco-Vanzetti trial, the Scopes trial, the treatment of Japanese Americans during World War II, and many others. "Help for Understanding" usually presents an excerpt dealing with a controversial issue. Questions for stimulating an in-depth discussion are also included.

There is very little in the textbook relative to the aged and the handicapped. A picture of President F. D. Roosevelt with his crutches is included in the chapter entitled "The Era of Franklin Delano Roosevelt". In the discussion of the Social Security Act, the textbook mentions that it provided pensions for retired and disabled persons and help for the crippled and the blind. The pictures throughout the textbook depict persons of all ages.

There is some information about consumerism in this textbook. In discussing "The Challenge of Economic Expansion", the consumer price index is mentioned. It is noted that the protection of consumers became an issue as politicians sensed the power of business leaders; the government passed laws to protect consumers. "The Age of Industrialization" discusses ways in which the government attempts to protect consumers such as inspecting meat and regulating drug companies. The textbook continues to present more information on consumers' rights and consumer demands during the 1960's.

At the beginning of each unit is a time line which should be extremely helpful to students as they develop concepts and organize events and ideas in a meaningful pattern for themselves. Often, students have difficulty in placing events accurately in time. There is a great deal of data presented to students, possibly more than most students can handle at this level.

The illustrations, charts, reproductions, maps, and cartoons are appropriately selected and are an integral part of the content. The captions are written in a simple and interesting style.

Various techniques are used to stimulate interest in United States history. Each unit has a feature chapter entitled, "Focus", which presents an in-depth examination of a particular event or movement such as The Puritans, Reform and the Anti-Slavery Movement, The Modern Labor Movement, The Struggle for Equality, etc. Two-page photographic essays are presented throughout the textbook. They are excellent in eliciting interesting discussions about different issues and problems. For instance, "Life Styles--The Early 1800's" can help students determine deductively how people lived at that time. A skills activity as well as many other activities, strategies, and projects appear at the end of chapters and units.

The Teacher's Edition provides many suggestions--identification of major instructional objectives, ideas to emphasize, enrichment ideas, bibliographies, tests, etc.

REVIEWER #8-B

THE FREE AND THE BRAVE
Rand McNally & Company

This American history program successfully demonstrates consideration for the human worth and dignity of all people as it conveys values basic to society. The content is organized chronologically and designed to help students develop inquiry skills such as hypothesizing, investigating, and generalizing. In the Teacher's Edition, the role of the teacher promoting the inquiry process is briefly outlined. The teacher must be well-prepared, able to maintain student interest, ask good questions, and manage a classroom environment which encourages student interaction and in-depth probing of issues and problems.

The multicultural and multiethnic character of the American society is minimized because minority groups such as the American Indians, Mexican-Americans, Puerto Ricans, and others are not adequately presented and discussed. Their roles, their contributions, and their concerns in trying to acquire equity in American society is not adequately considered. The treatment of Black Americans is adequately presented although when reference is made to Black Americans, Black is not capitalized.

The role of women is adequately treated throughout the textbook, and an effort is successfully made to avoid sex stereotyping.

The questions throughout the textbook demand that the students use both their imaginations and their intellects. They are open-ended and divergent type of questions. Students are encouraged to present many responses, possibilities, and/ or alternatives. For instance, a picture (1898) is shown of Uncle Sam happily trying to place the American flag on different spots on the globe. The following questions are then posed to the students. "What might Asians have thought about this picture? Americans during the 1800's? What might most Americans today think of it?"

More information could be presented in an inquiry mode. Instead of presenting the following analysis, perhaps students could make their own deductions from a graph showing the growth of industry and from some information about lobbyists and financial support of government officials. "During the late 1800's, industry grew rapidly. In the process, heads of large businesses gained great influence in government. But ordinary people seemed to have less say in running the nation than ever before. Many farmers and workers began to believe that they had been forgotten. They feared that the good life the United States had once seemed to promise was now to be enjoyed only by a few people."

Generally, each chapter is introduced by "quotations" which are effective ways of stimulating interest in American history. The sources for these quotations would be most helpful to teachers and highly motivated academic learners if they appeared on the same page.

The textbook appears readable for the intended grade level. Perhaps the chapters may be too lengthy and the content too varied for some students. It appears that the many "events" presented in a single chapter may be difficult for some students to comprehend and synthesize. The organization of the chapters gives the impression that the content is fragmented and lacks cohesiveness.

This textbook does reflect a concern for the analysis of pertinent, persistent, and controversial issues. In a section entitled "Minorities Face Serious Problems" crucial issues such as the movement to limit immigration during the 1920's, the "Red Scare", the Sacco-Vanzetti case, the Ku Klux Klan, and the conditions of Black Americans after World War I are presented clearly and concisely and reflect a concern for the analysis of persistent problems. Later, in a discussion of the Cold War and the War in Korea, the practice of McCarthyism is mentioned and compared to the "Red Scare." The student is referred to the former discussion.

In the chapter "A New Day of Reform" the effect of shoe dye on factory employees and the conditions in the meat-packing industry are presented. The following comments are suggested in the Teacher's Edition to enrich the lesson. "Other interesting food additives were formaldehyde in pork and beans--to act as a preservative--and copper sulfate in canned peas--to make them look green. What food additives in recent years have alarmed Americans? (Nitrite in some meat products and Red Dye #2, to name two.) In that same chapter the Meat Inspection Act and the Pure Food and Drug Act (1906) are presented as a way in which Congress tried to protect the American consumer. In the Workshop section after the final chapter, one of the activities in "Read and Interpret" deals with Ralph Nader and the problem of automobile accident.

The only reference made to the aged is in the discussion of the Social Security Act. It mentions that aid was provided for older citizens, for needy mothers with children, and for blind and crippled individuals. The problems and concerns of the aged and the handicapped is not treated adequately. President F. D. Roosevelt's "personal suffering" is mentioned as well as his accomplishments.

A workbook is also provided for students.

REVIEWER #8-B

AMERICAN ADVENTURES
Scholastic Book Services

This American history program does successfully communicate values basic to a democratic society. In short and concise chapters, interesting biographical sketches are presented of individuals representing multiracial and multiethnic groups. Man and women and the aged are represented. The sketches do demonstrate consideration for the human worth and dignity of all people. The portrayals of Joe Louis, Babe Ruth, Jackie Robinson, Cesar Chavez, Harriet Tubman, Chief Joseph, Eleanor Roosevelt, and many others should be of particular interest to students.

The program does highlight "all kinds of people." Students should be able to respond positively and to see relevance of history to their immediate interests and concerns. It should be especially appealing to the slow and average students. It may be difficult to maintain the interest of highly motivated academic learners unless additional sources, information, and activities are provided for further study.

The Chinese and Irish immigrants are given credit for building the Central and the Union Pacific Railroads. The story of the railroads and the workers is narrated with sensitivity and concern for minority groups.

This program does reflect a concern for the analysis of pertinent and persistent controversial issues. Crucial issues such as Watergate, the energy crisis, the women's movement, McCarthyism, the migrant farmers, the treatment of Japanese Americans during World War II, and many others are presented for discussion and reflection. Good questions are suggested for stimulating discussion and thoughtful reflection.

Even though the first chapter describes the "first Americans", it does not appear that the role of the "first Americans" in the making of early American history is significantly presented. However, in later history, the treatment of American Indians is adequately and sensitively presented.

The program does reflect an understanding of the social and intellectual growth and development of learners. The short chapters are organized within an unit. The introductory comments or overview to each unit are helpful to students in connecting the events and/or happenings to people in a logical pattern and in an accurate time sequence. At the end of the unit, the students review what they have learned and they also have opportunities to develop certain skills and to interpret data. The activities are varied and utilize different strategies and approaches to involve students in their own learning.

In the Teaching Guide, each chapter is identified by a brief synopsis; the objectives; some initiatory, developmental, and culminating activities stressing skills, group involvement, and questioning strategies; background information; and suggestions for using "Looking Ahead" and "Looking Back". This should be very helpful to the teacher who needs to broaden his/her academic background in American history. For instance, for the chapter about the trial of Sacco and Vanzetti, it is suggested that this trial offers an opportunity to distinguish between factual-type statements and opinions and some interesting questions for stimulating discussion are listed. Also, at the end of the chapter in the textbook there are some very thoughtful questions for consideration of the Sacco and Vanzetti case.

There is little mention of the aged and the problems of the handicapped are ignored. One of the provisions of the Social Security Act was to provide "most workers with money when they retired after the age of 65". In the last chapter Mattie White comments about the concerns of the aged, incidently. Even though the aged is rarely mentioned throughout the textbook, there are many exellent pictures that depict people of all ages.

The pictures, maps, graphs, charts, and cartoons are appropriately selected and are an integral part of the content. Occasionally, they serve as original source materials, as well. Because the captions underneath the pictures and other visual materials is clear and to the point, the textbook can almost be a pictorial history of the United States.

Even though the chapters are short, there is a great deal of data presented and students are exposed to important events and people in American history as well as to the major issues, concerns, and problems. The textbook's simple writing style, highlight of interesting people, and attractive pictures, etc. should motivate the average and below average student to learn American history.

REVIEWER #8-B

AMERICA! AMERICA!
Scott, Foresman and Company

The authors have successfully communicated the values basic to the American society. In the treatment of the American Indians as the first Americans, the treatment of Japanese Americans during World War II, the account of Rosa Parks and the boycott of the bus system, and many other similar type events, the authors have consistently considered the human worth and dignity of all people as well as demonstrating a strong commitment to equal rights and human rights.

In accomplishing their major purposes, the authors stress the importance of people in history. This is evident as one reads and studies the textbook. People represent ethnic and racial groups and many other factions within society. Maria Mitchell is highlighted in one of the selected features as a founder of a school for girls as well as discoverer of a telescopic comet and first member of the American Academy of Arts and Sciences during the mid-1800's. The "Selected Features" appear to be an effective way to motivate students to study American history.

Current legislation regarding the handicapped is not treated adequately although two individuals, President Franklin D. Roosevelt and a wounded soldier, are portrayed as productive members of society.

In discussing the Social Security Act of 1935, the textbook mentions that it provided old-age pensions for the elderly. Again, there is not an in-depth presentation. The pictures, photographs, etc., however, depict persons of all ages throughout the textbook.

There is an effort to treat controversial issues with balance, objectivity, and accuracy. The issue of slavery, the protest movements demanding full equality, the conflicts between employers and employees, warfare, and other controversial and persistent issues are presented for analysis. In the presentation of "Workers and the Labor Movement" a successful attempt is made to present the plight of working men, women, and children as well as Black Americans and immigrants. The objective presentation of unionism is noticeable.

The authors reflect an understanding of the social and intellectual growth and development of learners. Interesting, relevant materials are presented in a variety of forms which illustrate concrete and abstract principles and significant concepts in American history. The chapters are short, and many varied attempts are made successfully to stimulate learning by the use of pictures, original sources or readings, graphs, charts, maps, time lines, poems, interesting page formats, large print, etc.

This textbook is a comprehensive program in American history which emphasizes the traditional approach to teaching/learning although other models such as the inquiry approach and strategies for developing valuing are included. Not only are significant concepts and generalizations emphasized from the discipline of history but also from the other social and behavioral sciences.

The textbook presents information about American history to the student. Yet, because of the quality of the questions posed throughout the textbook and the suggested questions and teaching ideas in the Teacher's Annotated Edition, there is involvement of students with the content at all levels of thinking. Students are encouraged to think about data, concepts, and ideas and to learn to think for themselves.

The authors, using questions, try to encourage convergent, divergent, critical, and creative thinking. "What problems faced by cities of the 1800's are still problems today?" "Do you think it is right or wrong to point out mistakes that the government makes?" etc.

Although it is not specifically identified as such, activities are presented for all kinds of learners. In introducing the Jacksonian Democracy, students are asked to look at a painting entitled "Verdict of the People" and to hypothesize about the people who voted during this period. Time lines, charts, graphs, and maps are an integral part of the program. For example, students are asked to study a graph and to determine if the railroads stimulated a revolution in the conomy during the late 1800's.

The rationale and organization of the program is outlined in the Teacher's Annotated Edition. The characteristics are briefly described and the components within the organization of the program are noted. Each chapter summary includes an overview, objectives, concepts, teaching ideas, and evaluating objectives. The "why" of teaching is emphasized as well as the "what" and "how".

The source materials or "readings" make history interesting and relevant to the students. It may be helpful if the source materials were identified in the text rather than in the section on "Acknowledgments". The small print and format may discourage students from pursuing the source of readings for further study, even if interested.

This program also provides teachers with duplicating masters for skill exercises, fill-in questions, and other activities to use in conjunction with the textbook. However, there is little assistance for teachers with limited backgrounds in American history.

This textbook does communicate values basic to the American society and reflects quality scholarship, educational soundness, and thoughtful design construction.

REVIEWER #8-B

LET FREEDOM RING
Silver Burdett Company

This is a conceptually developed social studies program. It is well-organized in units; each unit is then sub-divided into two to four unifying themes. The textbook does communicate values basic to American society. One of the unifying themes is "The extent to which a government is democratic depends on the degree to which it recognizes the equality and dignity of all."

Probably because this is a conceptually developed program, discussion about minorities and later immigrants are reserved for Unit 8 entitled "Cultural Plurality". Women are also discussed as members of a minority group in this unit. Groups are mentioned and some information is given. This type of organization makes it appear that these individuals had nothing or very little to do with the growth and development of the American democratic society even though their contributions are mentioned.

In the discussion of the treatment of Japanese Americans during World War II, the issue of national security versus individual rights appears to be minimized because "the relocated Japanese Americans seem willing to "forgive and forget". No mention is made of the treatment of Germans in the United States during World War I.

The textbook appears readable and certainly the sections "Using Source Material" are excellent in arousing the interest of students to study American history. In the chapter entitled "Servant, Slave, and Indian" interesting source materials -- short, very readable, and to the point -- about the consequences confronted by run-away servants in 1640, an apprenticeship contract, a newspaper advertisement offering a reward for a run-away servant, and the differing view on land ownership between the American Indian and the English settlers as noted by a historian. If the sources were identified on the page(s) on which they appear, perhaps students might try to find it for further reading.

Each chapter is followed by a "Chapter Review". In this feature, key facts, a vocabulary test, review questions and activities are presented to help the student "review, reinforce, adapt, and apply" the information. Some of the suggestions for activities appear to be relevant to the needs and interests of students as well as to the content. The activities are varied and stimulate critical and creative thinking. The questions are generally open-ended and require the student to use the information in imaginative and thoughtful ways.

In the discussion regarding the Watergate crisis, the only activity suggested is for the teacher to discuss the American system of checks and balances. Opportunities for student involvement in activities analyzing and valuing decision-making and the moral implications of the decisions made could have stimulated interest and thinking about a crucial problem in our society.

Another feature of this program is directed to helping the slow learner. In the Teacher's Edition certain principles are listed as guidelines for the suggested specific techniques. These principles should be very helpful to teachers who are concerned about teaching slow learners or students with handicaps. One technique suggests the use of a record series, another that students listen to contemporary songs that relate to the civil rights movement, still another asks the teacher to divide the students into two groups to consider life in a rural-agricultural society in the early 1900's and life in today's urban-industrial society.

Even though it is "conceptually" developed; nevertheless, it is still chronologically presented. The unit on "conflict" solely deals with the Civil War. The unifying theme "Conflict caused by economic, social, or political reasons may be postponed, but not necessarily prevented, by compromise." highlights the first chapter in this unit. Is "war" inevitable? Students must be encouraged to consider alternative ways of resolving conflicts.

In the chapter entitled "American Individualism" the Consumer Movement is presented. This study is introduced by two readings -- one about the effects of dyes and the other about the conditions in Chicago's meat packing plants (THE JUNGLE by Upton Sinclair). The students are then asked if pure food laws were necessary and why? The discussion continues to describe legislation to protect consumers, consumer groups, Ralph Nader and his work as consumer advocate, and consumerism today.

Extension/Enrichment ideas for teachers are included "to extend and deepen" the concepts and unifying themes. One idea suggests that the teacher assign Emerson's essay "On Self-Reliance' for some students and for others, assign Thoreau's WALDEN. Then, the students would discuss whether or not the ideals presented in these two readings are possible today in an urban industrial society.

In the chapter on "Reform in Industrialized America", the social security system is mentioned as helping "support retired and disabled workers", the handicapped, children, and blind persons.

Many other suggestions for teaching/learning activities are presented for teachers. This information should be extremely helpful to teachers.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

REVIEWER #8-B

B. Laidlaw Brothers, Rand McNally & Company, Scholastic Book Services, Scott, Foresman and Company, and Silver Burdett Company

Findings: Most United States history textbooks successfully communicate values basic to a democratic society. The achievements and accomplishments of American ethnic and racial groups are beginning to be a regular part of the programs. The role, accomplishments, and achievements of Black Americans are treated more adequately and more fairly than every before; however, there is still room for improvements. There is some improvement in the presentations of American Indians and Hispanics; however, presently, their treatment is minimal. Puerto Ricans and Americans of Asiatic descendent are almost totally ignored. Generally, there is more concern about various immigrant groups and minorities than in previous textbooks. The role of women is generally adequately treated, and an effort is made to avoid sex stereotyping. The aged and the handicapped are usually ignored. There is little mention in the textbooks about consumerism and consumers.

Most United States history textbooks are interdisciplinary, concept-oriented, and emphasize the inquiry processes. At the same time, the organization of the content is generally traditionally and chronologically developed. There is evidence that the publishers are aware and concerned about the social and intellectual growth and development of learners. There is a noticeable effort to make United States history interesting, relevant, and about people. The textbooks are written in an interesting style, have shorter chapters and units, and contain information about people and events which interest the learners. Interesting personalities and events and short, concise thought provoking primary sources are highlighted. There is greater use of selected and pertinent primary sources throughout the textbooks.

The quality of the questions have definitely improved. They are generally open-ended, divergent type of questions which should stimulate interest and discussion. The authors of textbooks try to help students develop accurate time concepts by providing good time lines at the beginning of chapters and units. In most cases, the textbooks present pertinent, persistent controversial issues and problems with objectivity and balance.

There is concern, in certain history programs, for the slow learners. Teacher techniques are listed and many learning activities suggested for them.

Excellent illustrations, reproductions, pictures, cartoons, maps, graphs, photographs, etc., are appropriately selected and used to a great degree in most of the history textbooks. Generally, they are an integral part of the content.

A great variety of teaching/learning activities are suggested for the students--both individual work and group work type activities. Some of the activities to develop skills are very good.

The teachers's editions are very helpful in providing direction and suggestions for additional, enriching activities. They attempt to help the teacher with the "why" component of teaching. Very few of the teacher's editions, though, provide background content information for the teacher.

Recommendations:

1. Concept-oriented programs should stress in-depth investigation of issues and problems.
2. Historical concepts (from other disciplines, too) should be presented which relate to the learners' interests, needs, and intellectual capabilities.
3. Controversial issues should be treated objectively, fairly, and openly.

Recommendations: (continued)

4. Controversial issues should be presented in such a way, "a model", so that learners will be encouraged to investigate other problems in a systematic, sequential way.
5. The vocabulary should be less difficult and the definitions in the glossary more readable and more functional.
6. Because of the quantity of data in some programs, the teacher must be careful as to what to use and what to omit.
7. The problem and concerns of the aged and the handicapped should be included.
8. More explicit attention should be given to Mexican-Americans, Puerto Ricans, and the American Indians. Their role in shaping United States history should be emphasized as well as their contemporary accomplishments, achievements, and problems in securing equity in society.
9. The role of Black Americans should be more broadly presented with sensitivity and insight as they try to achieve equity in society.
10. More concern and attention should be given to the problems of the consumer.
11. Sources used in the textbook should be documented accurately and clearly for the students and teachers.

Recommendations: (continued)

12. Teacher's guides should provide background content information for teachers.

13. The publishers should continue

    - to provide very good pictures, reproductions, maps, charts, cartoons, etc.
    - to upgrade the quality of questions.
    - to provide a variety of teaching/learning activities.
    - to provide aid to help students understand the time concept.

American History for Today Ginn and Company 1979

The aim of American History for Today, as the author expresses it in the preface, is to tell the story of all the people of the United States (underlining by author). The reviewer, therefore, has been concerned with how well the author succeeded in this objective, within the framework of established scholarship.

From a scholarly point of view, the first three units are probably the weakest. There is some lack of objectivity and balance in treating the contributions of the Puritans, with too much emphasis on the negative. No distinction is made between the Church of England and the Protestant churches. In general, the handling of Colonial religion is weak, in relating religion to society. Contrasts between the British and the French and Spanish colonies would have been useful. The treatment of American Indians and their culture is inadequate.

Units four and five, dealing with the American Revolution and the launching of a new nation are in general satisfactory, as is unit six dealing with the United States before the war of 1812. Unit seven leaves much to be desired. Material on the acquisition of East and West Florida and on the contents and causation of the Monroe Doctrine are grossly oversimplified. In the history of the pre-Civil War frontier, (Unit Nine) there is too much emphasis on the diplomacy of expansion at the expense of generalizations on the influence of the frontier on national issues and the national character, and the story of the Methodists and Baptists on frontier religion.

The Civil War period and the reconstruction period (Units Ten and Eleven) are quite satisfactory. So is the post war period, in the chapters dealing with the frontier and industrialization. However, the book's description of the terms of the Wheeler-Howard Act, in regard to the Indian, is not a true one. Unit Fourteen, on the urban frontier, is handled well. Unit Fifteen on reform mevements is, in general, also handled well.

Part Four (Units Eighteen and Twenty) deals with the United States in the post war period. The units are, in general well balanced. Writing contemporary history or near contemporary history is difficult. This reviewer would be inclined to challenge some of the author's emphases, particularly on women's rights, but realizes that in the long run the judgments of the author may be as valid as those of the reviewer.

The appendix includes a copy of the Declaration of Independence, an annotated copy of the Constitution, and some reference maps to supplement those in the body of the text. The pictures and maps in the text itself are, for the most part, attractive and well chosen.

A major objective of the book was to include the contributions of Negroes, Indians, Orientals, and Jews. Those of women, as a class, was another objective. The evaluation is carried out both in the narrative and in separate essays within the chapters. Some of the essays lack balance. For example, a one page essay deals with the planning of Washington, D.C. The essay deals solely with the black surveyor, Benjamin Banneker; the architect and planner, L'Enfant, is not mentioned.

As a whole, the book is uneven. Its major flaws are weaknesses in handling non-Catholic religious groups; depiction of life on the frontier; and some re-evaluation of the role of non- Negro minorities.

Reviewer 8-C

America: Its People and Values Harcourt/Brace Janovich 1979

This book is divided into two parts, the dividing line being the filling in of the frontier in the trans-Mississippi West after the Civil War, rather than the more conventional division of pre and post Civil War and reconstruction. The division is a logical one, and is a constructive innovation for two semester courses. Part one is entitled "Making a New Nation" and part two, "Building a Great Nation".

The book is written in a clear and thoroughly professional style. Pronounciation guides are provided for foreign names and some technical terms. Student interest is maintained by a good interesting narrative and an excellent organization. Student exercises at the end of each chapter are well designed to interest the student, and at the same time help him generalize on the lessons taught in the chapter.

One unique feature of the book is the use of devices to teach the students to think and make judgments in the way that historians do. Inquiry sections deal with such things as identifying historical problems, forming hypotheses, use of primary and secondary sources, using of maps as evidence, and on down to making generalizations and communicating. This is a highly valuable section, giving the student some knowledge of the historical method.

This text is designed to present the history of all peoples in America, and present honestly and accurately America's past. Matters stressed are the cultural and racial pluralism of the American people, and the development of an American society. This is presented in the first part; part two presents the background of the growth of the United States as an industrial, urban society. There is a great deal of stress on American values, and a careful effort to get student involvement. Chapters are divided into several sections of 1500 to 2000 words each, organized around a specific, well defined topic. It is well designed for teaching.

The student's manual has good bibliographies for both students and teachers. Copies of important documents, including the Constitution and Declaration of Independence, are to be found in the text. The maps are well chosen and supplement the text well.

The handling of minorities historically is well done with a good balance between the work of minorities as pressure groups to achieve their aims, and the work of courts and congressional legislation to help them. There is a good balance among Indians, blacks, and Chicanos in the later chapters.

In summary, this seems to be an outstanding book, from the standpoint of narrative completeness, scholarship and adaptability to classroom use.

Reviewer 8-C

We the People D.C. Heath and Company 1977

Although this book is listed in its subtitle as "A History of the United States", it has only a distant relationship to history. It is rather a mish-mash of various social sciences called into service to tell the story of the American people.

Rather than a narrative, each part begins with a story 700 to 800 words long on some dramatic incident in American histroy. The stories are just that; they include imaginary conversations, speculations by the authors on what the individuals involved might have thought, and over-simplified explanations of the significance of the episodes. These stories are followed by a series of questions with brief (80 word) answers. At the end of each chapter are a series of questions and exercises. The approach is episodic, like a television soap series, and the student will obtain no idea of the sweep of American history.

The authors explain the reason for this radically different approach from the conventional historical text. They feel that student interest will be stirred by the introduction of each section by a dramatic incident, event, or decision. Readability is designed for students of both low reading levels and those of higher ones. The authors claim that the content, "though necessarily selective", is representative of the mainstream of American history. The explanation may be satisfactory to the educational psychologist, but hardly to the historian.

The book is extremely weak on causation, telling what happened, but not why it happened. Examples would include such matters as mention of the change of attitude of the Spanish toward the Indians, but not the role of the Dominicans in bringing it about. There are large omissions; no mention in the chapter dealing with Andrew Jackson as President of the formation of the Democratic Party, his views toward the Bank of the United States, or his views on union. There is no mention of the formation of the Republican Party, only a general mention (in one sentence) of the Compromise of 1850 and the Missouri Compromise; no explanation of the reasons for the failures of the Knights of Labor; no mention of Presidents Harding, Coolidge or Hoover; and the like. A complete listing of omissions, faulty interpretations and errors would take many pages to cover.

Finally the level of reading is extremely low, as compared with most of the other books reviewed. The exercises also seem to this reviewer to be on an extremely simplified level.

In short, there is very little good that can be said for this text. The approach is radically different from any of the other books reviewed. It is so badly chopped up that it cannot be read as a narrative, and it does not present an accurate and complete account of American history.

Reviewer 8-C

The American Way   Holt, Rinehart and Winston 1979

The book is built around six major themes in American history, each represented by a unit. These are: first, variety and shared values; second, representation; third, expansion and individualism; fourth, majority rule and minority rights; fifth, bigness; sixth, trying to preserve and protect. The arrangement is chronological, with each of the themes represented in turn, in two to eight chapters each, beginning with the culture of the Native Americans and ending with environmental concerns in the Carter administration.

Unit one, eight chapters carrying the story down to 1787, is fairly well done. There are some factual errors, and some unclear definitions; the definition of the Spanish encomienda (page 52) is not completely accurate, the map of French possessions (page 72) is not precise, and the account of French trade relationship with Indians (page 69) could be tightened up. Generally speaking, however, this unit is accurate from a historical point of view. Unit two, dealing with the country from 1787 to 1836, deals with the early national period; the formation of a party system, the War of 1812, and the rise of Jacksonian democracy. An annotated copy of the Constitution is included. John Marshall's landmark decisions are adequately explained. Causes of the War of 1812 are not covered adequately in national and world perspective, but aside from this the unit is well handled. Unit three deals with nationalism and expansion to 1850 and the development of sectionalism. The development of sectionalism is well handled. In the section on territorial expansion, the Texas revolution is well handled, but Oregon is given an inaccurate treatment (page 368). In general, however, issues and points of view are well handled. Unit four, dealing with the period from 1850 to 1876, handles the issues of the dissolution of the Union, the Civil War and Reconstruction briefly but adequately.

Unit five deals with the changes in the nation from 1880 to 1900 in regard to industry, agriculture, settling of the frontier and overseas expansion. The section on settlement of the West would have been improved by relating more clearly the role of public land policy to transportation, and agriculture, settlement, and education. The matters are mentioned, but not brought into focus. The rise of big business, the growth of cities, and immigration are handled well. The section on expansion is adequately handled, though the background of the Spanish American War could be improved. Unit six, the history of the United States from 1900 to the present, has the longest time span of any unit in the book and could probably profitably be divided into two units, with the break about 1945. The narrative is somewhat condensed, and hence distorted. The section on the Republican Roosevelt and conservation, for example, would have been improved with background on his predecessors and supporters.

In general, the book is well organized and, with the exceptions noted, satisfactory from a scholarly standpoint. Questions and aids to the students are well chosen and unobtrusive. The writing style is adequate but not distinguished. The teacher's edition has a good brief selective bibliography of books for the teacher's reference, and a listing of films. Glossary includes a listing of technical terms, a listing of the Presidents, and of women in America. These will be useful.

Reviewer 8-C

This is America's Story   Houghton Mifflin 1978

This book covers American history from European colonization to the present. It is divided into ten units of two to four chapters each, each one covering a chronological period, and a major topic theme. Unlike some of the texts examined, it has nothing on native American life before the coming of the white man, or on the relationship of anthropology to history. On the other hand, the book does give comparative studies on the achievement of independence of Latin American countries, especially Mexico, and on changing imperial ties of Canada with Great Britain. These offer interesting contrasts to the experience of the United States.

In many ways the book is attractive. It has excellent line drawings, especially valuable in explaining technology such as the use of the astrolabe (page 11), sectional views of the tariff (page 270), or operation of the cotton gin (page 288). Photographs are well chosen and attractively presented. The maps are clearly printed, and annotations on them admirably supplement the text. The reference section includes basic documents and a brief but well selected and up to date bibliography. The writing style is clear, though possibly written at an unnessarily simple level. The pre chapter analyses of each unit also seem over simplified.

The text itself, however, leaves something to be desired in both organization and content. Handling of Native American culture in relation with whites is very poor, both in the units on colonial life and in the post Civil War period. For example, on page 436 the statement is made that the reservation system began in 1870. Brief sections on Indian life, pages 57 and 455, seem perfunctory. Handling of colonial religion is also weak in Unit two. On the other hand, the charts (Pages 130, 146) on the structure of colonial government and on colonial grievances are excellent, as are those dealing with the constitution.

The units dealing with pre Civil War history are in general well done. Territorial expansion is handled as a separate chapter, an innovation that seems desirable from a teaching point of view, particularly when accompanied by excellent maps and charts. The chapter on the Civil War and reconstruction is inadequate, particularly that on reconstruction where the issues are not presented in a clear fashion (pages 414-17). The significance of the Presidential election of 1876 is not clarified.

Units seven to ten, dealing with the post Civil War period, could be reorganized to advantage. In these chapters there is a shift from chronological organization to a topical one in regard to labor, farming, industry, and conduct of foreign affairs. Summarizing farming from the 1880's to the present takes farming out of its connection with political and administrative history, in connection with the Populist Party and the New Deal. Similar comments could be made in regard to industry and labor. The linkage between the Spanish American War and expansion is not clarified. These units, despite good maps and charts, could stand being reorganized in a different form.

The book, in short, is one of uneven quality, with some strong points and some weak ones.

The Free and the Brave   Rand McNally and Company 1980

This is a thorough, well written, scholarly history. It is more in the tradition of a conventional college text book, adapted for a juvenile audience, than most of the books reviewed here. Very few factual errors were found, and those were of a minor nature. The book is very well written. The author has the gift of being able to clarify relatively complex constitutional and social questions, phrased in language within the command of the average eighth grader. There are relatively few of the "attention getters" that are used in many books; the author relies to a great extent on a good narrative power to attract interest. Workbook sections of this book at the end of each chapter, and briefer exercises included within the chapters, are well designed to stimulate the interest of the student and encourage him to think about the problems presented. The author does not talk down to the student, but rather treats him as a fellow learner.

Racial and minority group matters are integrated into the body of the text rather than given special emphasis. The author has handled these subjects with good balance.

The book is divided into eight parts:

FACING THE AMERICAS, which deals briefly with the Native Americans, and with the establishment of the French and Spanish empires.

NEWCOMERS ON THE SEABOARD, which deals with the British colonization.

THE STRUGGLE FOR LIBERTY, dealing with the nature of the American colonies, the century of warfare with the French, and the American Revolution.

SHAPING A NATION, dealing with the early national period to the election of Jackson.

SECTIONAL SQUABBLING, dealing with the period from Jackson to Lincoln.

A PEOPLE IN CONFLICT, dealing with the Civil War and Reconstruction.

THE TESTING OF DEMOCRACY, which deals with the period down to 1914.

CERTAINTY AND UNCERTAINTY, dealing with the period from 1914 to the present. Lengths of the sections vary from 60 to 120 pages, with the two longest sections in parts seven and eight. It might be desirable to make parts seven and eight contain fewer chapters, and to place the period after 1945 in part nine. Such an arrangement would allow the author to deal in greater detail with some contemporary problems, such as environmental concerns.

Source documents include the Declaration of Independence, the Constitution, and a series of statistical charts. The maps are numerous and well chosen.

Two Centuries of Progress Laidlaw 1977

This book covers American history from the era of prehistory to the present. Organizationally, it is composed of eight units, each one covering a given chronological period. Each of these units consists of three chapters, plus a fourth FOCUS chapter giving an in-depth study of a particular aspect of the period. The book includes a good variety of historical documents and valuable references and charts at the end of the book. Pictorial material and maps are, in general, satisfactory.

The book is well written, and no major factual errors were to be found. Documents in the text, such as the Monroe Doctrine, were very well annotated, and the annotations were well designed to explain to the student the nature of the source material. The fact that historical interpretations of various aspects of history, such as the influence of the frontier on American democracy, is pointed out in several sections, and gives the student an early introduction to historiography. Relationship of cognate subjects of archeology and geography to history is pointed out. The FOCUS chapters are intensive studies of particular problems; in Unit one, for example, it is on Puritanism in Colonial America; in Unit four, on the election of 1876. These are very well written intensive case studies, well designed to give the student a good introduction to historical scholarship. Most of the FOCUS chapters are very good. That on Puritanism is an excellent analysis of religion in Colonial America, while the one on the election of 1876 is a very high level analysis of issues and personalities. The FOCUS chapter for Unit two on the Constitution, however, seemed to this reviewer to contain some material that could better be handled in the text itself; and the sixth of these chapters on the women's rights movement seemed, in places, to be "trendy". In general, however, these chapters represent a good innovation for introducing the student to the nature of history, and admirably supplement the text.

A first impression of the book is that it is somewhat overorganized, but a second reading gives one a good impression of it. Innovations seem designed to teach students, rather than being gimmicks to hold the student's attention. Matters related to race and minority groups are handled with balance and taste, except as mentioned above in regard to women's rights. The authors do an excellent job in producing a text both readable and sound. The book has a brief, but in general well-selected bibliography for students.

American Adventures Scholastic 1979

This book has an odd organizational pattern which detracts from its value as a textbook in history. The first half of the book covers the whole period from the coming of the white man to 1898; the second half covers the period 1898 to the present. This means a very cursory coverage of the early period and a general impression of a book concerned with current events rather than history. In addition, the book is chopped up into a large number of short chapters of three or four pages each, half this space being taken up by illustrations. (In place of a continuous narrative, the series of chapters begin with an introduction summarizing what the student will encounter; then the chapters frequently are concerned with a character sketch of some individual important during the time.) It is apparently designed for the student with a very short attention span and limited vocabulary, but has no continuity of theme or narrative interest, and the pictures at times tend to distract attention from the text instead of enhancing it.

There are curious lacunae and emphases in the book. Chapter One, dealing with the American Indians, deals with only two groups, the Navaho and the Mayas. Settlement of the Jamestown Colony is covered in 50 words, with no information whatsoever about the background of the colony's foundation. The Pilgrims and the Puritans, by contrast, get three columns (about 60 words) each, William Penn four columns, and Georgia six. New York and the Carolinas are not mentioned. There is no information on the nature of the British colonial system in the period before the Revolution. (It is covered in 20 words.) There is no information on the background of the Louisiana Purchase, and very little on the administrations of Washington and Adams. No proper background is given to the Alien and Sedition Acts, though some space is given to the actions of Matthew Lyon in challenging the Acts. The subjects of territorial expansion and the period of the 1850's are very poorly covered, and the issues of Civil War and reconstruction are oversimplified and distorted.

In the period after the Civil War, the coverage of the Indian problem is simplistic, and again focuses on one individual and tribe (Chief Joseph and the Nez Perce). The role of courts in interpreting the 14th Amendment for blacks is not given coverage. Studies of champions of minority rights, like Susan B. Anthony, Booker T. Washington and W. E. B. Du Bois are not integrated into the text. In fact, in the whole book, the effort to handle multi-ethnic and multi-racial affairs is contrived, rather than integrated into the text.

The last half of the book continues in the same pattern of short, jerky chapters, large illustrations, and gross omissions. The Spanish-American War is largely the story of T. R. and San Juan Hill. Coverage of the New Deal is superficial, both as to overall objectives and as to special programs such as the CCC. Here, as elsewhere, the presentation as history is ruined by the interspersing of sketches of individuals or groups as separate units, rather than integrating them into the text. Three pages are given to Joe Louis; Harold Ickes and Harry Hopkins are not mentioned. The book does give a balanced accounto of the civil rights struggle by blacks in the recent past, and a better than average account of the Hispanic and ERA movements. The last four chapters are the best written in the book.

There is not a great deal of good that can be said about the book as history. It has interesting sections and some good pictures, but can be viewed as a series of historical vignettes rather than as a cohesive work.

America! America!   Scott, Foresman   1977

This book is divided into thirteen units, following a chronological order. Of these, the first unit deals with pre history, the continent as it was before the coming of the white man. The last unit deals with ethnic and minority problems over the past twenty years. There is a strong emphasis on cognate subjects to history, including anthropology, sociology and geography. Objectives of this book are to provide an overview of American history, to motivate the student toward further study, and to give him a sense of national pride. Each unit begins with a two page pictorial album, a chronology (called here a time line) and a written sketch setting the theme for the period, such as the relationship of geography to history. There are special features highlighting the text, well chosed selections from source materials. The reference section includes data on presidents, states, and pronunciation. The Constitution and the Declaration of Independence are included in the text. However, the table on page 316, showing percentages of white adult males voting in elections omits the state of South Carolina.

Unit one, the archeological and anthropological background is well done. Unit two on the new world 900-1750 could be better on changing relationships of Spanish to Indians (pages 73-4). Source material quoted is well chosen. The account of colonial religion could be improved. Unit 3, covering the period 1750-1800, could probably have been improved in organization by including the period 1750-1763 in the previous unit. However, outside from this, the unit handles the revolution and evolution of the government in a good, analytical fashion. Unit four on the West 1815-1840 has a very good account of the Spanish borderlands. Chapter fifteen on the culture of the Indian is excellent. The dynamics of expansion are well analyzed. Unit five on the early national period 1815-1840 is, in general, well organized and a well written unit. However, the history of political parties (pages 319, 321, 369) is not very clearly written.

The statement that Andrew Jackson "disregarded the rights of women, Indians, and blacks" is inaccurate (page 517).Also the story of the United States acquisition of the Oregon country is badly oversimplified (page 339).

Unit six, Civil War and Reconstruction is in general a good analysis. Units seven and eight on Industry, labor and urbanization are also well done. Unit nine on the filling in of the trans-Mississippi frontier analyzes the problem of Native Americans well. However, it concludes its study with the 1880's, and does not carry the story to the Wheeler-Howard Act or the work of the Indian Claims Commission. Study of the mining frontier omits Alsaka, and of the ranching frontier omits sheep ranching. The study of the agricultural frontier is adequate. Unit ten on the period 1876-1920 is an adequate survey. The causes of the farmers' distress that led to the Populist movement are not brought into focus (page 545). The Progressive movement account omits omits the conservation crusade (pages 560-66).

Unit eleven, on the period 1920-40 gives a good account of the 1920's, the New Deal; and Unit twelve, on the war and post war period has also good summaries. Unit thirteen, however, is again inadequate in regard to Indians, mentioning pressure groups but not legislative or court decisions. The account of Indian lands in Alaska is not accurate since passage of 1974 legislation.

Let Freedom Ring Silver Burdett 1980

This book is divided into nine units of three to four chapters each, each one dealing with a separate topic. The treatment is both chronological and topical for the pre-Civil War period, but to a large extent chronology is abandoned for the later periods. The narrative itself does not have an even flow. It is badly chopped up with attention getters, coloqualisms, such as "but hold on a minute" (page 59), and rhetorical questions. This seems to arise from a desire to make the book suitable for the slow learner with low attention span (Teacher's edition, preface, page 17). The result, however, may be to bore the average student who is interested in following the story.

Unit one starts with a chapter on an imaginary trip to historic sites in the United States by air. This chapter could well be omitted. It gives a fair description of the native American, though the statistics on Indian population (page 35) are not universally accepted. A chapter on world power centers gives too much space to peripheral areas not related to the central theme, such as China and Africa, and too little discussion of Europe on the eve of colonization and the dynamics of colonization. In the chapter on early exploration, the Norse explorations are listed (page 82) after the Spanish ones (pages 65-6). This is confusing and unnecessary. Forces which led to European desire for colonies are inadequately presented. In unit two, the British dynamics of settlement, however, are well presented, as is the description of colonial institutions. Generalizations on Indian relationships with the British are based on a single incident, King Phillip's War (pages 115-118). It is factually accurate, but not the whole truth. Socio-economic life in the colonies is adequately handled. The causes of the American Revolution and the Revolution itself are adequately treated.

Unit three is probably too brief covering, as it does, constitutional and political history from 1787 to 1841 in a single seventeen page chapter. Unit four on territorial expansion is generally satisfactory. Unit five, on Civil War and reconstruction, does an adequate job in tracing the growing sectional crisis and the war, though the diplomacy of the war is neglected. Reconstruction is well handled.

In unit six, chapter seventeen on the filling in of the frontier is a good survey, though a section on modern land use (pages 379-80) would seem to belong in chapter twenty-eight. Industry and urbanization are well handled. The reform movement from the Populist to Franklin Roosevelt is treated in a twenty-two page chapter which summarizes too much.

Units seven, eight and nine deal respectively with foreign policy, cultural diversity, and American problems in the twentieth century. The separation of these topics from the political history of the country makes for some major distortions and lack of continuity. In the chapter on civil rights (chapter twenty-six) the blacks and Hispanic Americans are given full treatment. The twentieth century Indian is not. The chapter on American individualism has material on political reform that would seem logically to belong in an earlier period. This is also true of the chapter on natural resources. On page 605 it is erroniously stated that "groups" were able to get the Forest Reserve Act of 1891 repealed. This is inaccurate; Congress modified the act of 1897 (which act, the text does not mention).

The book has some major faults in organization and emphasis, and is a hard one to read with sustained interest. It has too many gimmicks and attention getters. History is interesting enough in itself without resorting to such devices.

Reviewer 8-C

Summary of Findings and Recommendations

Textbooks in history produced for eighth grade students seem to fall into two general classes. One type is written by a professional historian, or is one in which a professional historian is the dominant partner, working in cooperation with a social science teacher. The second type is one in which the dominant individual or individuals come from the field of educational psychology, social science teaching or curriculum planning. Naturally, there are shades of difference among these, but most of the books reviewed would fall into one class or the other.

Those texts in which a historian plays a leading role usually have a good narrative style, a good chronology, and relatively few breaks in the narrative. Those in which writers other than historians play the dominant role tend to stress cognate disciplines such as anthropology and geography, sometimes ignore chronology, and rely on gimmicks, attention getters and pictorials to carry the story along. Any collaborative authorship is hard to carry out, and some of the books show signs of strain in following out the objectives of the text.

A great many of the books have a very restricted vocabulary. This is true to a greater extent in the books in which the professional historian is not the dominant partner. Examination of the Teachers' Editions show that the editors try to accomodate the slow learner by simplified vocabulary, pictorials to replace text, and a broken-up presentation to accomodate those students lacking in reading skills and with a limited attention span. This, however, reduces the whole class to consuming pablum, and presents little to interest the average student or to challenge the gifted. In college history classes this reviewer has been puzzled by the fact that seniors are somethmes unacquainted with the word "diplomacy" . After reading some of these books, I find the ignorance understandable; the student not exposed to a professional term in junior high school may never learn it. The limited vocabulary also contributes to a writing style more suited to the fourth grade than to more advanced work. On the positive side, most books provide a pronouncing guide to foreign words, and make some effort to explain in non-technical terms official documents such as the Constitution.

Pictorial material, maps and charts are abundant, and in many books overabundant. In many books the amount of such material could be cut by one-half or one-third, to include more room for narrative or other textual material. The charts and diagrams are generally well chosen and appropriate, and do something to alleviate the general dullness of the textual material.

There is an effort in all the books to stress the multiracial , pluralistic and multiethnic nature of our society. In some books this is carried out skillfully, in the context of the narrative. In other books this is awkwardly done, and such efforts stick out like a sore thumb. In some books there is reverse discrimination. Two of the books give a great deal of attention to the black surveyor who laid out the streets of Washington, D.C., but give no mention to the planner of the city, Charles L'Enfant. A single sentence mentioning L'Enfant would have restored the balance.

There is evidence of an effort on the part of the authors to keep up with contemporary scholarship. Most of the books have reading lists for both students and teachers. A conspicuous lack is failure to use the American Historical Association's pamphlets for teachers, which would offer a good guide to both students and teachers. The fact, however, that the authors have sought out the latest scholarship does not mean that they have understood the scholarship or presented it correctly. There are numerous examples of the authors' presenting one side of a controversial issue, or failing themselves to understand the issues involved. A number of these failures are cited in reviews of individual books.

Reviewer #9A

American History for Today
Ginn and Company

American History for Today, published by Ginn and Company in 1977, is an American history textbook written for middle school level grades. The readability level is 9.2, according to the Fry Readability Formula. The readability is 10th grade, according to the SMOG formula. The linguistic patterns are generally suitable to most populations and the vocabulary choice and control are appropriate for young readers.

New vocabulary words are not identified in any way in American History for Today. Key words are not italicized, in boldface print, nor underlined. There are no chapter previews or reviews highlighting key terms, nor is there a glossary in the end pages of the text. It has been entirely left up to the classroom teacher to provide vocabulary growth to aid in conceptual development. Since a student text rather than a Teacher's Edition was provided for analysis, it is not known whether key vocabulary words are identified for the teacher.

American History for Today is divided into four parts with each part emphasizing one of the following concepts: Founding of America; Problems of a New Nation; Our Country's Growth; Challenge and Change; The United States in the World Today. There is a strong emphasis on the concepts of democracy, liberty, and justice throughout the text. The conceptual level is generally appropriate for young readers.

Major ideas are highlighted in brown boldface print to facilitate comprehension of key ideas. However, the lack of time lines, unit overviews, and section previews does not help the student focus his attention on the concepts to be learned.

A strong feature of this text is its emphasis on "telling the history of all the people in the United States." Concepts are developed in American history with all races and cultures being represented. American History for Today develops the history of the American Indians, people of Spanish and Mexican-American origin, blacks in America, the Chinese, et. al., describing what each contributed and the problems each encountered. Illustrations used throughout the text aid in understanding of these concepts.

The text itself is organized chronologically into four parts each covering a portion of American history. Each of the four parts begins with a brief introduction. Each part is divided into units numbering twenty in total. There are no 'chapters'. Each unit is divided into sections; following each section is a list of 'Main Points to Remember' rather than questions. Headings within the sections are in question format and following each of these subsections is a question or two about the reading. The use of questions prior to and immediately following a small group of paragraphs tends to break up the smooth flow of the sentence patterns and causes the style to be choppy.

Following each of the twenty units is a short review. Included are a brief time line, the 'key question' of the unit, a list of the sections in the unit by title, four-six questions relating to the unit, a list of questions for class discussion, and various essay questions designed to make students internalize the concepts learned. There are no vocabulary words to define nor social studies skills application. The questions asked throughout the unit are primarily literal-level questions and often are answered in the "Main Points to Remember" at the end of each section. There are no summaries or reviews at the end of each of the four parts.

The ideas are expressed clearly and directly in this text, although the too frequent use of questions breaks up the smoothness of the reading pattern. The overall style is a straightforward reporting of events style of writing with little use of narrative. The tone and expression lack variety and interest to hold the attention of young readers.

Overall, American History for Today is suitable for middle school level students according to readability level and conceptual development. However, key vocabulary is not identified in any way in the text thus making the understanding of concepts more difficult. There is too much emphasis on questioning within the sections rather than on unit and section reviews. The writing style lacks variety and does not seem appealing to young readers. A strong point of this text is the emphasis placed on the historical development of people of all races and cultures.

Reviewer #9B

America: Its People and Values
Harcourt Brace Jovanovich

America: Its People and Values is a second edition revised by Harcourt Brace Jovanovich. This textbook is appropriate to junior high students. A readability of 8 is obtained using the Fry Readability Formula. Calculation with the SMOG Formula yields a readability of 10. The linguistic patterns are suitable to most populations and fit the intended levels.

New vocabulary is infrequent and well-noted by the use of italics, phonetic respellings in parenthesis, and bracketed synonyms. Italicized vocabulary is defined before or after the new word within the context. Vocabulary is again reviewed in the Chapter review section "Understanding History Terms", where the students return to the content for useage.

Major ideas are stated as questions within the 32 chapters as headings. They are again outlined in the Chapter Reviews. Concepts seem to be well developed and sequenced so that prior knowledge leads to new knowledge. Section checkups follow each lesson to review concepts in discussion question form and these may also be used as study guides if used before reading.

Concepts are developed through biographies and illustrations, written and pictorial.

Concepts are presented inductively to enable students to develop those skills which are necessary in analyzing both historical issues and contemporary issues.

Topic sentences are usually identifiable or easily inferred. "Chapter Review" outlines the main ideas of the chapter and each unit recounts a summary of Values in American Life during that time period. Each chapter also illustrates a time-line for the period being studied.

America is written in a narrative style in which ideas are expressed clearly and directly. Biographies which add interest to the textbook are included easily within the context of the material.

Special features such as; inquiry skills, art work, and pictorial biographies are clearly marked so that they do not disturb the flow of the text. The tone and manner of expression are appealing to average and above average readers.

America has an extensive map program. An index of maps and uses is available as an index. The theme of American values can be discovered in every unit. Students will discover how these values have been accepted, modified and challenged. This textbook provides enrichment through illustrated biographical features and art in American life.

Study aids are available to help the students and teachers to better understand the subject. Few of the questions are literal details. Most of the questions involve inferential and applied thinking skills. The questions require short answer, essay, discussion, or activity responses.

Unit scope and sequence, special interest ideas, and book/media references are available for the teacher in the separate soft-cover teacher's edition. This Teacher's Manual has many helpful features, however it does not appear to be as easy to use or keep track of as an annotated student edition. There is no reference made to supplementary materials such as tests or studybooks. There also does not seem to be allowances and ideas for slow learning students and poor readers.

Student motivation, and teaching-learning activities, are a major part of the Teacher's Edition for direct teaching.

In summary: America: Its People and Values is a well-written comprehensive American history book. The format and writing style seems most practical for an average and above average classroom. There are no suggestions for slow-learners and questions seem inappropriate for them. Although this text is planned for direct instruction, a separate manual does not make that task an easy one. There seem to be no supplementary materials to accompany the textbook.

Reviewer #9B

We the People

Heath

We the People, a History of the United States is published by Heath to meet basic curriculum requirements in American history. The readability level according to the Fry Formula is 8 with range of 5 to 10. The SMOG Readability Formula gives it a rating of 8.5 grade level. Readability in practice might be lessened due to the preceding of each lesson with a story.

Linguistic patterns are suitable to most populations and fit the intended levels. Lesson modules are made up of six pages: two for the story that deals with people, events or ideas and develops in depth some aspect of the lesson that follows; three for the lesson reading; and one for questions and activities related to the lesson. This consistent format should be useful for average and slow-learners, and for self directed learning.

Concepts are presented inductively in We the People. Following each story are several questions based on the story calling for literal and interpretive thinking. The final question, under the heading, "Looking Ahead" serves as a transition to the following lesson. The reading selection provides the central learning experience. Each section of the main reading is headed by a black line question to alert the students to the main idea contained in the section. Each lesson contains a single major theme. The main points of the reading are repeated in the summary of each lesson. Each summary ends with a transitional question which leads to speculation beyond the context. It provides an opportunity, through discussion, for seeing relationships and anticipating outcomes.

"Understandings" precede each chapter heading in the teachers section of the manual. These are the major concepts to be understood by students reading the textbook. There is sufficient development of new concepts through stories, illustrations, questioning strategies and text organization. There is no evidence of sexual, racial, economic, cultural or political bias.

The table of contents is set up similar to an outline. Reading the contents would give an excellent overview of the textbook from American beginnings to the Nation in the 70's. History is introduced as the story of people, both in the past and still continuing today. Another strong emphasis in this book is the story of change. Each unit includes a feature, Changing America, showing the life of the people during that period of time by means of scenes and captions.

Ideas are expressed clearly and directly. Word choice is appropriate and well-defined within the context. Concepts are so well-developed that even slow-learners should be motivated and able to learn using the text, questions and discussion. The tone and manner of expression as well as the format should make this an appealing book to most of the intended readers.

The authors of this text have considered the variety of reasoning skills which readers bring to the pages in the use of background stories, questioning during lesson readings, and in the sequence of questions in the "Understanding Part" which follows each reading selection. This is a page of objective, short answer and discussion questions based on the reading selection.

The teacher's guide section is clear and convenient to use. The introduction includes an overview chart of study skill activities; approaches to Content and Learning with specific objectives and plans for each lesson; two Bibliographies of general reference for each unit for teachers and students. These bibliographies include media. There is a section called Approach to Tests which gives a detailed explanation of types of tests included, where and when they are first introduced. Reproducible tests for each chapter, mid-year and final are included. Again the tests are leveled from easy to more difficult to aid the teacher in providing for differing abilities. An answer key is included.

In summary, We the People is easy to read because of its format and lesson divisions. Teacher helps are available, but much of the text is self directing for able students. Activity ideas are included for more able students. It could be particularly valuable for slow learners.

Reviewer #9A

The American Way
Holt, Rinehart and Winston

The American Way, published by Holt, Rinehart and Winston, is a comprehensive American history textbook beginning with the arrival of the native Americans in 30,000 B.C. and ending with Jimmy Carter as President in 1978. The readability level of this textbook, designed for middle school level students, is 8.2 according to the Fry Readability Formula. The linguistic patterns are suitable for most populations and are appropriate for the intended grade level.

The development of new vocabulary is not given much emphasis in The American Way. Words are not defined in margin guides nor are they printed in boldface print or underlined. Occasionally in the text there will be an italicized word followed by a synonym or short definition. Context clues are not used to facilitate word meaning. The Teacher's Edition also does not highlight key words for the student, so any vocabulary development depends solely on the teacher's perception of what should be emphasized and how it should be taught. Chapter preview and review questions do not identify key vocabulary for the student. The only questions relating to vocabulary development are in the section entitled "Building Vocabulary" at the end of each of the six units. A list of 25-30 words discussed in the unit is given with directions for the student asking him to choose 2-5 of them to use in a complete sentence or a short paragraph.

An individual concept is developed within each unit. Each of the six units begins with a look at how the theme or idea to be studied is present in American life today. Each unit is divided into chapters, the length of the units being dependent upon the amount of pages needed to appropriately cover the theme. Main headings within the chapters are highlighted in blue and topics are in black boldface print, making it easier for the students to follow the organization of the development of concepts within each unit. At the close of each unit is a two-page summary emphasizing the theme that was stressed in the unit.

Each chapter review includes questions on understanding the main ideas and lists of 3-5 activities that the students can do to apply the concepts learned. A short student bibliography is also included at the end of each chapter.

The American Way has an appealing narrative writing style designed to capture the reader's imagination and keep student attention. The ideas are expressed clearly and directly. The tone and manner are especially appealing to young readers. There is a variety in sentence structure which aids in the readability of the text.

The questions at the end of each of the chapters are appropriate to the conceptual development of the intended grade levels. Various levels of reasoning are represented in the questioning tasks in the reviews. Recall of fact questions are given at the end of each section. Interpretive level questions are given in the "Understanding the Main Ideas" section and application of what is learned is included in the "Activities" asking the student to relate what was learned to today. Each chapter ends with a list of "Books to Read" for supplemental reading.

A strong feature of The American Way is the discussion of Alternative instructional techniques given for poor readers and slow learning students. To aid the poor reader The American Way has questions in the margins numbered sequentially designed to facilitate comprehension of the facts and ideas presented in the chapter. They require low-level inferences and can be useful if the students are taught to read the margin questions first.

Overall, The American Way is appropriate for middle school level students. It is well-organized and written in an appealing narrative style to capture young reader's attention. Concepts are well developed with unit introductions contributing to the student's understanding of the concepts as they relate to America today. Vocabulary development is not sufficient in The American Way. A strong feature of this text is the alternative instructional suggestions given for poor readers and handicapped children.

Reviewer #9A

This Is America's Story

Houghton Mifflin

This Is America's Story, published by Houghton-Mifflin, is a comprehensive American history textbook designed for 7th, 8th, or 9th grade students. The readability level, according to the SMOG Readability Formula, is 10th grade; the readability is 7.5 according to the Fry formula. Linguistic patterns are suitable for the population it was intended. Overall ideas are developed smoothly and thoughts are presented in a clear, concise manner. Feelings as well as events are developed.

New vocabulary words are not highlighted in the same manner throughout the text. Key words are not presented in boldfaced print nor are they underlined. Other methods are used to introduce vocabulary meaning: words are italicized (however, the italicized words are difficult to distinguish from the rest of the text--they do not stand out well); definitions are put in parentheses following the key word; or definitions are developed through context. Vocabulary defined in context is the primary method. It is difficult to pick out words necessary for conceptual development. Pronunciation follows difficult to pronounce words; however, definitions do not necessarily follow.

There is no glossary included in the chapters nor at the end of the book. Following each chapter is a brief section titled "Do You Know the Meaning?" which asks the student to define isolated key words defined contextual within the chapter. No differentiation is made between idea or concept words and concrete, functional words. Also, no reference is made to connect word definitions with historical significance.

A strong feature of this text is the clear, logical organizational structure of the material. Thirty-two chapters are grouped into ten units which follow a chronological sequence. The title of each chapter and unit indicates the idea/concept developed in each.

Organizational structure is uniform throughout the text. Each unit opens with a summary and preview of the chapters to follow. Each chapter is preceded with a preview, a list of important people involved, and a time line depicting the years discussed in the chapter and the sequence of important events. Paragraph headings are boldfaced, written in complete sentences answering the questions presented as chapter section headings (highlighted in brown type).

Following each chapter is a review section which consistently asks for: key vocabulary meanings, location of key places on maps, and thought questions which force the student to call upon higher level reading skills, such as drawing conclusions, evaluating outcomes, cause/effect, etc. Following each unit is an outline summary of important concepts developed in the unit.

Writing style is also a positive aspect of this textbook. Ideas are presented clearly and directly. Mechanics are correct. The tone and manner of expression are appealing to young readers, who are aided by occasional use of the 1st and 2nd person. Straightforward, honest expression of ideas is a contributing factor in this text.

Within the text are annotations highlighting key information, but these are difficult to follow. It is hard to distinguish between these teacher aids and student highlights, both being typed in brown.

Overall, This Is America's Story is appropriate for use in U.S. History classes in the middle school grades. Ideas are expressed clearly and concepts are well developed, although it is at times difficult to pick out words necessary for conceptual development. Preview information is given so that students are provided a conceptual framework prior to reading. This is America's Story is well organized and ideas are presented in such a way as to be appealing to young readers.

Reviewer #9A

Two Centuries of Progress
Laidlaw Brothers

Two Centuries of Progress, published by Laidlaw Brothers in 1977, is a United States History textbook designed for middle school level students. The readability level, according to the SMOG Readability Formula, is 10th grade; the readability is 8.1 according to the Fry formula. The choice of vocabulary is suitable for the material and the grade level for which it is intended.

Key vocabulary words are highlighted in the same manner throughout the text. Key words are set off from the rest of the text with italic type immediately followed by a synonym or short definition. However, this tends to break up the flow of the sentence pattern. Vocabulary words are not defined using context clues so students are not taught this skill. Key words are also defined in the glossary at the end of the text.

Ideas in this text are not developed in a smooth, flowing style of writing. Generally the text contains short paragraphs with the topic sentence at the beginning followed by 3-5 short sentences supporting the topic. There is not enough varience in the style of writing. However, the linguistic patterns allow the text to be easy to understand for middle school readers.

Both unit and chapter titles suggest this concept-oriented, thematic approach. Major ideas are developed within the chapters by dividing each of the chapters into two or three sections, each relating to a particular idea to be studies. Headings within the sections are printed in boldface print which aids in understanding of the major topics that are presented. Throughout this book each topic is developed in a few paragraphs followed by an italicized question set off from the rest of the text. Each of these questions directly relates to an idea or fact learned within that topic. This seems to break up the flow of the reading pattern. Also, too often this question asks for a restating of a fact learned rather than interpreting what was presented. Examples and illustrations also aid in the overall development of concepts in this history textbook.

Overall, a short sentence, choppy style of writing characterizes Two Centuries of Progress. Thus ideas are not expressed in the most readable manner. Sentences and thoughts do not flow together. Sentence structure is repetitious; there is no variety in style. At times it seems as though the authors are "talking down" to their intended readers. The key vocabulary being defined by a synonym or short definition breaks up the thought development as does the question after each subsection. Ideas are developed, though, in logical sequence and word choice is appropriate.

Most of the questioning throughout the text is on the literal level. Both those questions following each topic and the three at the end of each section are literal. Chapter end materials includes "Understanding the Main Ideas" which focuses upon concepts and ideas, although many are literal questions. Both the "Fact Checkup" dealing with recall of factual information and "Persons, Places and Things" requiring identification of items drawn from the chapter are on the literal level. Interpretive level questions are given in the "What Do You Think?" or "You Are There" sections, although these are designed for classroom discussion. Occasionally there is a "Projects" section which proposes topics for further study. Overall, the questions fit the task at hand. There is not a sufficient number of questions asking students to interpret or think critically about the concepts learned.

Overall, Two Centuries of Progress is appropriate for middle school level students. It provides a concept-oriented, thematic approach to the study of U.S. History. Strong features of this text include the use of social studies skill building exercises and in-depth "Focus" chapters. However, Two Centuries of Progress is weak in the area of readability. The style of writing is choppy and/or repetitious. Vocabulary being defined within the paragraphs and too frequent questioning at the end of each subsection break up the flow of the reading pattern.

Reviewer #9B

The Free and the Brave

Rand McNally

The Free and the Brave, fourth edition, published by Rand McNally is a story of the American People from the settlement of a new world by Europeans to 1979 events. The readability of the textbook according to the Fry Readability Formula is 7.2 with a range of sixth to tenth. Use of a SMOG Readability Formula yields a 9th level. The linguistic patterns are suitable to most populations and are appropriate for the intended grade levels.

New vocabulary in the textbook is highlighted in three ways; by the use of italics and boldfaced type followed by a phrase or sentence defining the terms, and by simply following terms with a parenthesized definition or rewording within the sentence context. Many of those terms which are italicized and stated in bold faced sub-headings are further emphasized for review in the Workshop section entitled "Words for Keeping", which follows each chapter. There is no glossary or margin guides in the textbook.

The conceptual level of the material is generally appropriate to the intended grade levels. The textbook is designed to help students develop inquiry skills by means of a variety of descriptions and impressions of Americans and aspects of there culture followed by discussion questions which give students opportunities to develop skills in weighing evidence and drawing tentative conclusions. Subsequent readings support or reject those conclusions.

Major ideas are highlighted in boldface type and then reviewed at the end of each chapter in "Grasping the Issues", a set of exercises.

The teacher's pages include a chapter summary and "Grasping the Issues" in the Workshop section might help students summarize the history within the chapter. However, nowhere are there specific summaries for chapters or units which students can identify and read.

The Free and the Brave presents an extensive history of the United States in narrative format. Ideas are expressed clearly and directly. Paragraphs and subheadings are short and consise which aids readability and student interest.

The questions and tasks at the end of the chapters are appropriate to the conceptual development of the intended grade level. Various levels of reasoning are represented in the tasks within the Workshops. Most of the questions and activities relate to an interpretive and applied level of thinking within the Workshop sections. Literal, detail questions are included in the teacher section. There are multiple-choice, completion and matching questions for each chapter.

Questions found in "Grasping the Issues" could serve as study guides. There are no supplementary readings suggested in the textbook or the teacher's guide. A "Search and Research" section in the Workshop does give ideas for extension of topics.

The workbook activities are constructed to test conceptual development at various intellectual levels according to Bloom's Taxonomy. Each group of questions is keyed to one of the six intellectual levels (which are listed and defined in the back of the teacher's edition of the workbook). Discriminate use of this workbook could help provide multi-level instruction. The only reference made to alternative instructional strategies is in the use of the workbook.

In summary, The Free and the Brave presents an impressive amount of information about American History in a well-organized format. Concepts are well developed and new vocabulary is clearly noted. A strong feature of this textbook is the development of content information. It could serve as a resource book as well as a text for average and above average students. There really are no helpful suggestions for poor readers and slow-learning students.

Reviewer #9B

American Adventures

Scholastic

American Adventures published by Scholastic is a basal text intended for use in middle grades. According to the Fry Readability Formula, the readability is 7. Also a readability of 7 is obtained using the SMOG Readability Formula.

New vocabulary is highlighted in the textbook with the use of italicized words and respellings if the authors thought pronunciation help was needed. Italicized words usually are defined in context. Other words and phrases are defined or reworded with parenthesis, brackets, and footnotes. This reviewer could find no references to guide the students in how to identify and use context clues. Although a glossary of terms is included in the student textbook there appears to be no other preview or review of terms available for use.

American Adventures contains the essential historical content that teachers need to teach a comprehensive survey course. The span of time covered is pre-Columbian to late 1970's. The textbook attempts to overcome two common barriers to learning. To make the text more readable chapters are very short (about 4 pages) with clear and direct language, and each page highlights dramatic episodes and colorful personalities to make the history come alive. Each page contains captioned illustrations to help in conceptual development.

There is a section called "A Second Look. . ." following each chapter. The questions that are asked are reflective and predictive. However, often the depth of knowledge required in the questions is not available from the reading and there are few suggested sources for the information. This reviewer found no clearly stated overviews of concepts or summaries to reinforce and make relationships between the separate chapters.

American Adventures is comprised of four "Books" which are sequenced into major time frames of Pre-history to 1840, 1840-1898, 1898-1939, and 1939 and after. These books are further divided into 24 parts which are also chronologically sequenced by time (with multiple notice of and activities using time lines). The final division is of 142 chapters or lessons which present anecdotes, and events from the periods of time represented in the 24 parts. Although there is a logical development of the subject, there are no unifying elements in the student text. "Looking Ahead" and "Looking Back", outline objectives and activities in the Teacher's Edition attempt to provide this unifying element and aid comprehension of subject.

An analysis of the organizational factors of American Adventures indicates that average and slow learners will need much discussion and guidance in bringing the interesting episodes to common conceptual ideas. The authors have produced an interesting text, however there is little linkage other than time, holding the elements together.

The writing style of the textbook is very interesting and easy to read. Ideas within each chapter hold together and are developed into short stories.

The questions provided in the textbook appear to require more conceptual background than students would have in their general information and more than the book provides. The tasks presented often require group activities and suggested resources.

The questions do not span the levels of reasoning. Most require extensive interpretive and applied thought. Some of the chapter and activities require literal level thinking.

The teaching aids are minimal. The teacher's guide has some helpful suggestions, however it is a paperback and not as easily used as an annotated student text. The best features of the guide are chapter overviews and clearly stated objectives. There are also a pre-test to find out how much students know about U.S. history before reading the text, and a post-test similar in format.

The size of the book is appropriate. The paper is matte finish of good quality. The size of print is large enough to be appealing. There are many illustrations, charts, graphs, and maps to aid comprehension and make the book visually appealing.

In summary, American Adventures is an interesting textbook and easily readable. Concepts are not readily apparent, and few aids are available to relate materials to conceptual development.

Reviewer #9A

America! America!
Scott, Foresman

America! America!, published by Scott, Foresman and Company, is a textbook written for 7th, 8th, or 9th grade U.S. History classes. The readability level is 11th grade according to the SMOG Readability Formula, although the selections tested showed a wide range of readability levels. The readability level is 7.8 according to the Fry formula. The variability in readability may be due to the frequent inclusion of readings from original source materials. Linquistic patterns are suitable to most populations and are appropriate for young readers.

New vocabulary words are not highlighted in the text in any way, nor are key words defined in chapter previews or margin guides. Context clues is the primary method students must use to define and understand key vocabulary words. There is a glossary at the end of the book to also aid students in defining new words. Included in each chapter review is a section asking the student to define key terms, people, and places, thus offering the teacher a guide as to which words to emphasize in the development of vocabulary. Annotated margin guides in the Teacher's Edition also lists words to define during reading when necessary. The lack of highlighting of key vocabulary in the text allows the student to not interrupt the smooth flow of reading. However, margin guides or preview information about key terms used in the chapter would help focus student attention on the key vocabulary words used in developing concept.

Concepts are presented deductively in America! America! Main ideas and themes are presented at the beginning of each unit with specifics following in each chapter. The units are organized into historical periods with concepts relating to each period developed in the chapters. The concepts that are developed within each of the chapters are given in the Teacher's Edition. An example of the concepts listed in the first few chapters are culture, environment, tradition, role, values, motivations, etc. Conceptual level of America! America! is generally appropriate for the intended grade level.

Conceptual development is also facilitated by the margin notes in the Teacher's Edition which provide the teacher additional ideas for classroom discussion. Development of new concepts is also aided by the original readings inserted within the text which give students additional information beyond that of the text. The many colorful maps and illustrations also facilitate concept attainment.

The text of America! America! is easy to understand. Ideas are expressed clearly and directly. The text is written in both expository narrative and original source materials, including diary accounts, songs, letters, and reminiscences. The variety, tone, and manner of expression are particularly appealing to young readers.

Questions asked within and at the end of the chapters span the levels of reasoning. Following each subdivision within the chapters is a section labeled "Think about it" which asks students literal level questionings relating back to what was just read. The Teacher's Edition annotates where in the text these answers can be found to facilitate learning. The "Chapter Recap" asks for identification of key vocabulary and literal level questions relating back to the chapter. Throughout the chapters questions for discussion are given in the margin notes of the annotated Teacher's Edition to facilitate student's interpretive reasoning skills. Application of the material learned is included in the sections "Test Your Skill" and "What Do You Think?" which focus the student's attention on evaluating ideas learned in the chapters. At the end of each unit is a test with short answer, matching, and essay questions. The questions are appropriate to the conceptual development of young readers.

Overall, America! America! is a colorful, people-oriented U.S. History textbook appropriate for use in middle school level classes. Concepts are well developed, and ideas are expressed clearly for young readers. Special features such as the use of original source readings and emphasis on geography skills add to the understanding of the concepts and social studies skills. The Teacher's Edition provides ideas and suggestions to facilitate the student's learning of the material.

Reviewer #9B

Let Freedom Ring
Silver Burdett

Let Freedom Ring, a United States History is published by Silver Burdett. The readability level is 9.5 according to the Fry Readability Formula. The range of those samples was from 8th to 11th grade levels. The readability is 10 according to the SMOG Formula. The teacher's edition lists a seventh grade readability according to the Dale-Chall Formula.

Linguistic patterns seem somewhat difficult for average readers in intended population. The size of print is suitable, however sentence length is often long.

New vocabulary is italicized and defined in context by phrases or sentences preceding or following the term. Vocabulary is reviewed within the context at the ends of the chapters and a glossary of terms is included at the end of the textbook. "Word Banks" for teacher use are included in the margin guides of each chapter. These are new terms to be highlighted.

The conceptual level of the material is generally appropriate to the intended grade levels. Concepts are presented deductively in Let Freedom Ring. Theme and main ideas are presented at the beginning of each chapter and developed within the chapters.

Major ideas are underlined and highlighted in blue type in the teacher's edition. Most of the major ideas are in boldface type in the student edition. Background information is also provided for teacher use in the margins of the teacher's guide, enorder to aid concept development. Additional source material is inserted within the textbook to give students experience in reading resource materials and information beyond the scope of the textbook. Time lines presented in each chapter are an important aid to the concept of time.

Topic sentences are not readily apparent in Let Freedom Ring. Key facts are a part of the Chapter Review which summarize main points in the chapter. Review questions (with referred page numbers) provide another source of reference to main ideas. Activities in the Chapter Review provide application of literal readings.

Ideas are expressed clearly and directly in this textbook. The sequential narrative style flows easily. The using of Source Materials is a feature added for the use of expository materials.

The teacher's guide and consideration for the teacher with a variety of learners are the strongest features of this program. Questions on tests and in Chapter Reviews are appropriate to the conceptual development of the intended grade levels and span the levels of reasoning within the Chapter Review.

Captions with illustrations in the student text are accompanied by inferential questions to stimulate thought and discussion about the subject.

There are slow learner techniques illuminated at the tops of teacher edition pages for each lesson. Activities and supplementary resources are noted which will help provide conceptual backgrounds and alternate forms of learning.

The teaching aids are clear and convenient to use. Performance objectives are clearly stated throughout the book. Chapters are divided into teaching lessons. All of the basic material needed to teach lessons is located in the margins of the pages. Motivational techniques are another helpful teacher item found in the margin of each chapter.

In summary, Let Freedom Ring is a United States History textbook written in a sequential narrative manner for middle school level classes. Concepts are well-developed and clearly expressed. The teachers guide provides clear, concise plans for concept development, study skills, and slow-learner techniques. This is an intensely teacher-directed program.

Summary of Findings and Recommendations

Readability/Writing Style

Reviewers # 9A & B

Findings: Publishers of all of the series reviewed seemed to have made an effort to produce textbooks with readability levels suitable to students within the grade levels for which the books were written. Some were more successful than others, particularly in regard to writing style. In at least two textbooks the use of short sentences and repetitious language resulted in a choppy style that interfered with the reader's comprehension of ideas. In some of the textbooks the writers were quite successful in presenting information in a clear, direct and interesting manner while staying within a satisfactory level of difficulty.

Textbooks also varied in their suitability to different groups. Some students have more extensive conceptual backgrounds in American history than others; some learn more quickly than others. In the reviewers' judgement some books appeared to be appropriate for slow learning students, some for average students, and others for advanced students. While several factors contributed to these differences, concept density, elaboration, use of narrative, and use of original sources seemed to account for the range of difficulty. It is important to consider the population of students that will be using a textbook to determine the appropriateness of that textbook.

The teacher's guides also differed in the range and quality of suggestions they provided. Some included ideas for a variety of learners. Some of the textbooks had suggestions for poor readers and slow learners, but because of the concept density and mature format, use of these suggestions might still not be sufficient for learning to occur. Some had good suggestions for only average and above average students.

In textbooks that neglected vocabulary help for students, there were vocabulary teaching suggestions in the guides. However, one can expect that not all teachers will use the suggestions. Also while some of the guides were annotated student editions with condensed materials in a front section, other teacher's guides were self-contained in a paper back. A teacher's guide that contains the student's text is easier to use.

Recommendations:

1. Attention needs to be given to writing style as it pertains to interest and comprehensibility.

2. Readability levels determined by formulas should be considered as gross estimates of comparative reading difficulty.

3. Format of textbooks should be consistent.

4. Key vocabulary should be identified and defined in each chapter or section, but definitions should not interfere with the flow of ideas.

5. Teaching suggestions should be provided for the broad range of differences among students.

Reviewer #10

American History for Today

Ginn

This book has a brief but excellent introduction to the cultural heritage brought by Africans to the Americas. Specific reference is made to music, dance, literature and art. The reader has an opportunity to learn about these important contributions by immigrants whose "roots are deeper than any other group from across the Atlantic." p.327

Several pages are devoted to descriptions of the African cultures from which slaves were taken and to the slave trade itself. No mention is made of the triangular route, and the authors exaggerate when they say, "In time the entire West Coast was turned into a slave corral. By then the European slave traders and African chiefs were unable to stop the most cruel traffic in human beings the world has ever seen." p.38. It certainly was the most cruel traffic in human beings, but the entire West Coast was not a huge corral, and those involved in selling and buying the slaves certainly were not "unable" to stop this activity. They continued because of the profits, not because they could not. The authors correctly distinguish the roles of the Europeans and Africans involved in the slave trade and do not reinforce the common assumption that Europeans captured the slaves in the interior of Africa.

Readers are given an introduction to the highly developed material cultures of Ife, Songhay and the Congo through references to their artisans, scholars, codes of law, works of art, banking systems, etc.

The importance of Africa's natural resources purchased at low prices by western nations and critical to the development and maintenance of the post-World War II industrialization of the United States is not mentioned. The fact that Nigeria is the second largest foreign supplier of oil to the U.S. is not included. In general, U.S. history in this textbook is presented as an isolated national history. The impact of the rest of the world on American history and especially the impact of Africa, is not given enough attention.

Reviewer #10

America: Its People and Values

Harcourt, Brace, Jovanovich

A very brief but succinct description of the colonial period is given, calling attention to the economic dependency of colonies on the European mother countries. This thesis is not developed, however, in the post independence period in Africa when economic dominance by former colonial powers and by the U.S. in particular continues to work against the economic stability and development of the new nations. This post independence period is characterized in the textbook as a time when America wanted to help the poor and needy, through aid and through encouraging U.S. investment in African nations. The reasons for the poverty are not discussed, but Africans are described as poor farmers not knowing much about how to maintain the fertility of their soils. Single crop growing, intensive cash crop farming and increased use of land which formerly lay fallow for rejuvenation help to explain why farmers were poor during and after the colonial period.

The authors explain the triangular trade from New England to West Africa to the West Indies and refer to the cultures of West Africa from which slaves were taken. Reference is made to the Sudanic kingdoms, but it is not accurate to say that these great African empires were conquered by Moslem Arabs from North Africa (p. 106). They traded with the peoples of the north, but the fall of each of these empires was from internal as well as external causes. A second idea in the presentation of the slave trade is misleading because it says that Africans could not resist the slave trade because they lacked guns. In fact, many African middle men were very much involved in the slave trade and profited greatly from it. They did use guns which were traded to them by the Europeans to help expedite the slave trade. The authors imply that Africans were not involved in the procuring of slaves when, in fact, few Europeans captured slaves; they bought them at the coastal ports from Africans and others who captured them inland.

Making reference to freed Africans who excelled as sailors and explorers is useful to remind the reader that not all Blacks were slaves in the New World.

This book fails to treat American history within an international context in which the human cultures and natural resources of Africa are studied for their impact on the history of the United States. The economic role of cheap labor through slavery is not prominent in the discussion of the economic development of this nation. The importance of Africa's natural resources purchased at low prices by western nations and critical to the development and maintenance of the post-World War II industrialization of the United States is not mentioned. The fact that Nigeria is the second largest foreign supplier of oil to the U.S. is not included. In general, U.S. history in this textbook is presented as an isolated national history. The impact of the rest of the world on American history and especially the impact of Africa, is not given enough attention.

Reviewer #10

We the People: A History of the United States

D.C. Heath

Very little attention is given to Africa in this volume. Less than two pages are devoted to the slave trade, although the authors do note that African slave traders were involved in the process of capturing other Africans for sale to the European traders.

The few references to Africa are ones in which Africa is acted upon by other nations: the Portuguese explored the coasts; Italy invaded Ethiopia.

The Mercator map is used, which is very Eurocentric, and the cartographer has included the Transkei as a nation, which it is not. The map page is bound into the book so that many countries of Europe and of Africa are not visible.

This book lacks all of the important references which can be made to Africa and its relationships to the United States throughout our history. It is a very clear example of the way in which a national history can be presented in a sterile way, unrelated to one of the major continents affecting our history. The economic role of cheap labor through slavery is not prominent in the discussion of the economic development of this nation. The importance of Africa's natural resources purchased at low prices by western nations and critical to the development and maintenance of the post-World War II industrialization of the United States is not mentioned. The fact that Nigeria is the second largest foreign supplier of oil to the United States is not included. In general, United States history in this textbook is presented as an isolated national history and especially the impact of Africa is not given enough attention.

Reviewer #10

The American Way

Holt, Rinehart & Winston

Although the author of this textbook emphasizes the advanced material culture of the West African kingdoms of Ghana, Mali and Songhay, the reader has no way of knowing that these three major trading empires were more or less consecutive over several hundred years of time. The map which plots the extent of each kingdom does not provide any dates, and one is left with the impression that they were all engaged in trade with Prince Henry's Portugal which is historically impossible. The states of Benin, Ashanti, Dahomey and Hausa are also on the same updated map. These states were not contemporaneous.

The American Colonization Society and the back-to-Africa movement are discussed briefly, and Marcus Garvey's role in the development of black pride in an African heritage is featured.

A lengthy discussion of the cold war period of the 1950's gives an exceedingly biased view of the struggles for national independence in Africa, Asia and Latin America. The author states that the communists were aiding the poor nations of the world in their struggle against colonialism and that China and the USSR were seeking friends in the Third World, which is true. However, she continues, "By 1958, Soviet and Chinese communists were urging these nations to establish Communist dictatorships, by revolution if necessary." (p. 663) This is misleading because it implies that the nations of Africa were pawns of the communists and that the struggles for independence from colonial rule were instigated by the communists rather than by the Africans themselves. The revolutions for independence in Africa were not the product of cold war rivalries, but the result of the determination of the African people to remove the oppressive colonial powers and to establish their own independent governments.

This book fails to treat American history within an international context in which the human cultures and natural resources of Africa are studied for their impact on the history of the United States. The economic role of cheap labor through slavery is not prominent in the discussion of the economic development of this nation. The importance of Africa's natural resources purchased at low prices by western nations and critical to the development and maintenance of the post-World War II industrialization of the United States is not mentioned. The fact that Nigeria is the second largest foreign supplier of oil to the United States is not included. In general, United States history in this textbook is presented as an isolated national history. The impact of the rest of the world on American history and especially the impact of Africa, is not given enough attention.

Reviewer #10

This Is America's Story

Houghton Mifflin

Very few references are made to Africa in this volume, and even the slave trade, which is usually presented in some detail, is neglected. No mention is made of the triangular trade patterns, nor of the ways in which slaves were captured and brought to the coastal traders. The reader may not learn that slaves came from Africa, except for one or two references to Africans being sold in defiance of Spanish authorities.

Jefferson's action to quell the influence of the Barbary pirates is mentioned briefly, but the emphasis is upon the American need for naval access to the Mediterranean, and one learns nothing about the Barbary states.

American history is presented with little or no reference to Africa and to Africans. One does not even learn about the colonization of Liberia by freed Blacks from this country.

This book fails to treat American history within an international context in which the human cultures and natural resources of Africa are studied for their impact on the history of the United States. The economic role of cheap labor through slavery is not prominent in the discussion of the economic development of this nation. The importance of Africa's natural resources purchased at low prices by western nations and critical to the development and maintenance of the post-World War II industrialization of the United States is not mentioned. The fact that Nigeria is the second largest foreign supplier of oil to the United States is not included. In general, United States history in this textbook is presented as an isolated national history. The impact of the rest of the world on American history and especially the impact of Africa, is not given enough attention.

Reviewer #10

Two Centuries of Progress: U.S. History

Laidlaw

Three major references are made to Africa in this volume. The first is to the slave trade, with a description of the triangular trade route, and of the laws and codes governing slaves. The authors are careful to point out that the Africans who came to the New World brought with them their culture, deeply rooted in the great civilizations of Africa and that these cultures influenced the white culture to which they were forced to adapt. No examples are given of this thesis.

The second reference is to the impact of the West on Africa, including the founding of Liberia in 1847, the invasions of Africa in the world wars, and to the American aid programs of the 1950s. No mention is made of the role of Africans as combatants for the Allies nor of the effects of the U.S. economic policy of the period on the countries of Africa in need of aid.

The third reference discusses the major political changes in Africa after World War II. The authors accurately portray the non-aligned stance of most independent African nations and their refusal to allow outside powers to take direct control of their nations. In other words, the authors do not present African political developments from the too-commonly held cold war point of view.

This book fails to treat American history within an international context in which the human cultures and natural resources of Africa are studied for their impact on the history of the United States. The economic role of cheap labor through slavery is not prominent in the discussion of the economic development of this nation. The importance of Africa's natural resources purchased at low prices by western nations and critical to the development and maintenance of the post-World War II industrialization of the United States is not mentioned. The fact that Nigeria is the second largest foreign supplier of oil to the United States is not included. In general, United States history in this textbook is presented as an isolated national history. The impact of the rest of the world on American hisotry and especially the impact of Africa, is not given enough attention.

Reviewer #10

The Free and The Brave

Rand McNally

Several references are made to Africa in this volume. Vasco de Gama's "discovery" of the Cape of Good Hope is the earliest. Several pages are devoted to the discussion of the slave trade, and the simplistic idea that all African slaves were alike is carefully refuted. Reference is made to the African cultures from which slaves were taken, and the skills of African peoples brought to the New World are discussed briefly, giving emphasis to the knowledge Africans had of farming. This, in turn, is discussed within the context of the need for permanent farm labor and therefore the demise of the status of indentured servanthood for Africans.

Brief mention is made of the indebtedness to African music heard in American jazz.

Two other references are made to Africa: one to the Barbary pirates and one to the Italian invasion of Ethiopia in 1935. It is regrettablethat these two references are made because Africa is the object of actions by the U.S. and Italy respectively. That is, references to Africa are made when Western nations do something there, whereas no mention is made of the active role of Africa and Africans in international affairs. For example, thousands of Africans served in the Allied forces in both World Wars, but no mention is made of this. Africa is referred to only when European or United States powers take aggressive action within Africa.

This book fails to treat American history within an international context in which the human cultures and natural resources of Africa are studied for their impact on the history of the United States. The economic role of cheap labor through slavery is not prominent in the discussion of the economic development of this nation. The importance of Africa's natural resources purchased at low prices by western nations and critical to the development and maintenance of the post-World War II industrialization of the United States is not mentioned. The fact that Nigeria is the second largest foreign supplier of oil to the United States is not included. In general, United States history in this textbook is presented as an isolated national history. The impact of the rest of the world on American history and especially the impact of Africa, is not given enough attention.

Reviewer #10

American Adventures

Scholastic

There is very little coverage of Africa-related material in this textbook. Brief mention is made of the first African indentured servants coming to America. A few paragraphs are devoted to describing the difficulty of the trans-Atlantic journey made by slaves, and it is stated that seven million people were forcefully taken from their homes into slavery. This is a gross underestimate. Scholars now estimate that 30 million people in Africa were directly affected and that half this number were shipped overseas, with an additional attrition of 15-18 percent en route.

Color photos depict slaves using a drum and a stringed instrument of African origin, and a dance attributed to the Yoruba of Nigeria is illustrated. No further mention is made of the cultural heritage in our music, literature, language, art, etc.

The Niagara Movement and W.E.B. Du Bois are discussed, and Du Bois' commitment to the liberation of African people is stated. The authors note that he joined the Communist party and died in Ghana. It is unclear why he joined the party, and young readers could assume that persons such as Du Bois who support liberation may be communists. The authors do not clarify why they chose to give those details of Du Bois' life, and what is left unsaid is as important as what is stated.

This book fails to treat American history within an international context in which the human cultures and natural resources of Africa are studied for their impact on the history of the United States. The economic role of cheap labor through slavery is not prominent in the discussion of the economic development of this nation. The importance of Africa's natural resources purchased at low prices by western nations and critical to the development and maintenance of the post-World War II industrialization of the United States is not mentioned. The fact that Nigeria is the second largest foreign supplier of oil to the United States is not included. In general, United States history in this textbook is presented as an isolated national history. The impact of the rest of the world on American history and especially the impact of Africa, is not given enough attention.

Reviewer #10

America! America!

Scott Foresman

This volume devotes a moderate amount of coverage to the slave trade, including maps showing the origins in Africa of slaves bound for North and South America. A personal account of the trans-Atlantic voyage of a slave captured in Benin is compared and contrasted with an account of a German immigrant of approximately the same period.

The contributions of Africans to the culture of the United States are not examined, except in one reference to the impact of African music on the development of American ragtime, particularly in the work of Scott Joplin.

Brief mention is made of the American Colonization Society and its role in buying the freedom of slaves who were returned to Africa to form the state of Liberia. This back-to-Africa movement is not put in the context of time, nor is it elaborated on in terms of the continuing relationships between the U.S. and Liberia.

Very brief mention is made of Alex Haley's Roots, his biographical masterpiece which initiated a great interest among African-Americans to discover their own linkages with Africa and which awakened a new interest in African culture among many Americans.

This book fails to treat American history within an international context in which the human cultures and natural resources of Africa are studied for their impact on the history of the United States. The economic role of cheap labor through slavery is not prominent in the discussion of the economic development of this nation. The importance of Africa's natural resources purchased at low prices by western nations and critical to the development and maintenance of the post-World War II industrialization of the United States is not mentioned. The fact that Nigeria is the second largest foreign supplier of oil to the United States is not included. In general, United States history in this textbook is presented as an isolated national history. The impact of the rest of the world on American history and especially the impact of Africa, is not given enough attention.

Reviewer #10

Let Freedom Ring: A United States History

Silver Burdett

Extensive coverage of Africa is found in this book. Each of the three major western Sudanic empires is described in brief detail, emphasizing the complexity, diversity and grandeur of those well known kingdoms, famous for the extensive trading systems and abundance of gold.

East African trading centers are also described, which is very unusual in American history books. Again, emphasis is upon the material civilization of the great centers such as Kilwa and upon their international trading systems.

Through this rather generous introduction to the great trading civilizations of Africa, the reader is introduced to the slave trade which was a part of these systems. The trans-Atlantic slave trade and its unique characteristics are discussed in some detail. Reference is made to the 16th-century "asiento" which licensed Spanish ships to bring Africans directly to the colonies rather than through Spain. Other historical details of the slave trade in the Caribbean and in America are given, illustrating the "breaking-in" period in the West Indies before slaves were shipped to the mainland.

Also to the credit of this book is the attention it gives to resistance among slaves. Few textbooks give the reader any understanding of the loss in human life due to resistance by Africans in Africa and during the ocean voyage.

Unfortunately, the text does not follow through with its excellent treatment of Africa after the discussion of the slave trade. The importance of Africa's natural resources purchased at low prices by western nations and critical to the development and maintenance of the post-World War II industrialization of the United States is not mentioned. The fact that Nigeria is the second largest foreign supplier of oil to the United States is not included. In general, United States history in this textbook is presented as an isolated national history. The impact of the rest of the world on American history and especially the impact of Africa, is not given enough attention.

Summary of Findings and Recommendations

Reviewer #10 (African Area Studies)

One would not expect to find extensive coverage of other world areas per se in a textbook of American history. However, it is important from the point of view of contemporary scholars in American studies, African studies, etc., to present American history within its international context. We cannot afford to allow our young people to confine their understanding of American history to a narrow and exclusively nation-centered study. Throughout our history, peoples from other continents have affected the policies and cultures of the United States, and the actions of this nation have had significant impact on the peoples of other world areas, particularly in the recent history of Africa, Asia and Latin America.

Most of the textbooks reviewed for this study do not adequately acknowledge this international context of our historical development, particularly our relationships with Africa. The topics relating to Africa covered in these ten textbooks in order of their frequency are:

European explorers around Africa
The trans-Atlantic slave trade
European invasions of Africa during the World Wars
The Barbary pirates and Jefferson's strong response to them.
The American Colonization Society and the establishment of Liberia
African trading kingdoms of the western Sudan
African contributions to American arts and culture

One can readily see that the most prominent topics are ones in which Europe and the United States act upon Africa, ones in which Africa is the object of outside explorers, traders, armies, etc. Few of the books present African societies and peoples as actors in world history, rather than passive receivers of events. These books stand out as excellent exceptions to the general pattern.

None of the books discusses the dependence of the United

States on Africa for important raw materials (oil, chromium, uranium, titanium, etc.) nor of our growing need for markets in Africa for United States manufactured goods. The coverage of Africa usually terminates with the invasion of Ethiopia by Italy in 1935, although there are brief references to various aid programs and Peace Corps. Needless to say, the less pleasant aspects of our activities in Africa are not discussed, although they have had great impact on African peoples. The role of the United States in the Angolans' war against Portuguese colonialism is a case in point. American weapons, napalm and defoliants were used by our NATO ally, Portugal, in their futile war against the Angolans. Young people need to know that we have made mistakes in our relationships with other nations, and this sad episode in American history is an example of one of those mistakes.

Another area of potential interest to young Americans learning about our international ties is the long history of our linkages in Africa through organizations such as churches, businesses, universities, student exchange programs, media,etc.

Recommendations:

Teachers in Michigan are urged to contact the African Studies Educational Resource Center, 100 Center for International Programs, Michigan State University, East Lansing, Michigan, 48824. Tel. (517)353-1700 for additional information on the linkages between the United States and Africa. Upon request, you may receive "The African Connection," an article summarizing the major areas of relations with Africa.

Africa News is an indispensable and inexpensive weekly source of news about Africa, with special attention to United States involvement there. Africa News may be ordered from: Africa News, Box 3851, Durham, N.C. 27702.

E. Jefferson Murphy & Harry Stein, Teaching Africa Today: A Handbook for Teachers and Curriculum Planners. Citation Press, New York, 1973. 285p. This reference is old, but the only one of its kind and gives some excellent suggestions.

Reviewer #11

American History for Today
Ginn and Company

While I only had access to the student's copy of the textbook, I feel safe in stating that in terms of Soviet and East European studies this is one of the most insufficient and biased publications of its kind I have ever read. The focus on the role of minorities in U.S. history is certainly refreshing. However the amount of substantial information contained in the book is limited, and the authors' stated aim of recognition for the previously ignored or slighted role of minorities in American history was achieved partially at the expense of international studies. Nonetheless this reviewer's loudest complaint is the simplistic and biased presentation of Russia and the Soviet Union.

The use of slanted phrases can be seen in the textbook's description of Russia's claims in the Pacific Northwest and the Monroe Doctrine. "Russia had planted a colony in Alaska... pushed south... We did not want hungry and powerful European countries to make them (our neighbors in the Western hemisphere) colonies again. Nor could we put up with Russia's claims to Oregon" (p. 163). The use of value ladened terms such as 'planted a colony', 'pushed south', or 'put up with' establish a biased frame of reference for the student reader.

It is always easier to make simplistic statements like, "mother nature gave Americans more important natural resources than any other nation in the world" (p. 290), than to draw useful comparisons to the mineral wealth or oil production of the Soviet Union or other foreign nations. Comparisons to Russia, the Soviet Union or East Europe are not made here, nor are they frequently made in other textbooks. Yet with this textbook's stress on minorities in the U.S., the failure to compare slavery and serfdom was especially disappointing.

An explanation of socialism and communism are consistently ignored in the American worker's movements as well as with the mention that "Russia dropped out of the war and was about to undergo a Communist Revolution" (p. 396). The students will not be provided with a description of Communism and the book's vagueness concerning the historical record once again surfaces by placing the 'dropping out' of World War I before the October 1917 Revolution. Later the reader is told that Russia "had undergone a Communist Revolution... (and) were now enemies of their former allies" (p. 401). However no further explanation or reasoning is offered.

There are also several minor irritants like the spelling of tsar with a 'cz, and a picture of Henry Kissinger being sworn in as Secretary of State on p. 391 while the text is discussing the building of the Panama Canal. Moving to a more serious irritant one notes the failure to supply the reader with sufficient background information on the pre-1914 European alliance system, the neglect of the Sarajevo situation as the spark that set off World War I, and the failure to note the 'Red Scare' after the war.

However more serious errors in judgement are to be evidenced with the presentation of contemporary East Europe and the Soviet Union. The statements like "Germans and Russians glare at each other acroos the Berlin Wall" (p. 403) are acceptable in novels, but not in textbooks.

This same biased presentation continues with the section entitled "How did the Communists take over in Russia?" (p. 433). "When World War I ended, the Communists staged a revolution... Joseph Stalin became head of the Communist government in 1929". This leads me to believe that the previous incorrect order of events hinted at on p. 390, i.e. the end of the war and then the revolution, was not a misreading on my part. There is no mention of the overthrow of the tsar, Lenin, nor communist ideology. The section continues, "Under Stalin, the Russians tried to make Communism succeed in Russia. The Communists also tried to take over everywhere else in the world they could". This strikes me as hinting that Communism was not succeeding in the Soviet Union under Stalin, which leaves me confused. For the last statement, as one has become accustomed to expect, there are no examples of attempted 'take over' provided.

The textbook does not mention the important Soviet victories against Germany nor their huge losses in human life in World War II, but does quote Churchill stating that the Allies were not happy fighting with the Russians (which should read Soviets). It would not be too difficult to produce several out of context anti-British statements by U.S. war time leaders. Does this mean we were not happy fighting with the British?

Given the general tenor of the textbook, this reviewer was not especially surprised to see in block type as a section heading, "How fast did the Soviets gobble up Eastern Europe?" (p. 459) The description of the beginnings of the cold war continued with the assertion that "Russians began to eye the warmer Southern countries"(p. 459). Terms like eyeing and especially gobbling up, certainly deliver more than factual information and prejudge the events, etc. presented. The U.S. containment policy lacks sophistication and detail . In fact this applies to the textbook's attempts at foreign policy analysis in general.

The use of biased adjectives is again employed in labeling Khrushchev as "Russia's new roly-poly dictator" (p. 495), yet I believe that a sufficient number of such examples have been discussed in this review to establish the pattern. In addition to an unbalanced presentation, the data in the book is often too general, misleading, or incorrect. In discussing U.S. agricultural successes (p. 486), it is incorrectly stated that 50 percent of the Soviet workers are on farms. The correct percentage would be about 25 percent.

In conclusion this publication portrays the Soviet Union in an extremely negative light, ignored Eastern Europe and an explanation of socialism or communism, and is a poor textbook.

Reviewer #11

America: Its People and Values
Harcourt, Brace & Jovanovich

This textbook, as its title states, focuses on the values of the American people. It appears that the authors chose to look inward and fully develop aspects of the American character. Howver while they are successful in their description of American values and do not exclude the Soviet Union and East Europe from their narrative, the problem is one of perspective. This reviewer's world area is covered, but with one exception (economic resources), the coverage is shallow and limited to foreign relations.

This book also stresses our "cultural and racial pluralism (p. 1) which does result in some informative biographical inserts. One of these is of Haym Salomon, the Polish-Jewish banker who helped finance the Revolutionary army (p. 164). Nonetheless this stress on cultural and racial pluralism does not lead to either a comparison of slavery and the emancipation of Black Americans to the Russian serfs and their emancipation, or the multi-national character of both the United States and the Soviet Union.

Another missing comparison is a description and analysis of capitalism in relation to socialism and communism. There is a U.S.-U.S.S.R. comparison drawn in the concluding section of Chapter 20 ("The Land and its Rich Resources"). The comparisons are made in a general, but fair, manner. Any complaints on my part are limited to interpretation. For example, I do not believe that the productivity of the American farmer in the 20th century is given enough attention in this, or other textbooks. This could be done by drawing international, and particularly Soviet parallels. America's farm producitivity is noted for different years in the U.S. (p. 612), but it would be even more valuable if compared with other nations. I also think the enormous size of the U.S.S.R. (8.6 million square miles or well over twice the size of any other nation) does not receive its full import in a "section check-up" (p. 531) which has the students identify nations larger than the U.S. The answers (p. 209 of the teacher's edition) simply lists the U.S.S.R., China and Brazil. Nonetheless these comparisons are needed and the authors are to be commended in making them. This is especially true of a Unit Seven review exercise (p. 575) which has the students prepare a graph of the latest iron and steel production figures in ten different nations, including the U.S.S.R.

As one would expect from a textbook emphasizing cultural pluralism, Chapter 21, "Many Peoples Build a New Nation", does a good job on immigration to the U.S. The chronological sweep of the chapter (1865-1970's) allows for the presentation of a coherent view of the subject. Russian and East European immigration is not overlooked and begins with the almost standard references from Mary Antin's The Promised Land, to the Russian, Polish, Austro-Hungarian immigration in the early 20th century, to the Hungarian refugees of 1956. The continuance to the most recent immigration of Vietnamese, Cubans, or Soviet Jews and relating American laws and domestic opinions concerning their entrance to the U.S. would have served a dual purpose of having a greater international focus and a deeper discussion of American values.

The chapter also includes a description of Jewish immigration and does refer, however weakly and briefly, to their discrimmination in Russia and East Europe. The contributions' of the Czech polka, Czech-American conductor George Szell, the Czech composer Anton Dvorak who drew attention to the music of American Indians and Blacks, and the hard working nature of the Polish Americans are listed.

The section focusing on post-1865 issues of foreign affairs makes note of the Monroe Doctrine, the purchase of Alaska, and the Russo-Japanese War. Also in a previous discussion of the Monroe Doctrine (p. 276) the role of Russian settlements in California and their claims in the Pacific Northwest are accurately covered. The Japanese and Russians are viewed as expansionary powers before 1944 (p. 675). While this is not false, the authors were too 'soft' on the imperialism of the Western European nations.

In describing the purchase of Alaska (p. 676) from the Russians there is an excellent full page map on the next page. This is not unusual. The maps, pictures and other inserts in this textbook are of the highest quality.

The outbreak of World War I recognizes the events in Serbia and the role of Russia in the war is not overlooked. This textbook is unique in discussing the lack of industrial preparedness of the Russians and the resultant lack of arms and clothing as one reason for their leaving the war. The other reason was the successful communist revolution (p. 698). The formation of Poland, Czechoslovakia and Yugoslavia is noted and explained in greater detail than in any other textbook.

The important pre-World War II events are noted, i.e. Czechoslovakia in 1938 (pp. 711-712), 1939 Nazi-Soviet Pact, and the invasion of Poland. Hitler's need for oil is stressed as the reason for his June 1941 invasion of the Soviet Union and on the whole the description of events on the eastern front in the war is adequate.

The authors establish the ideological differences between the U.S. and the U.S.S.R. as a source of the cold war (p. 751). While an extended description of the politics of the Soviet communist party follows, the basic tenets of socialism and communism are omitted. Thus while one cannot argue with the statement that "Stalin's government was built on terror" (p. 752), the reader is unable to put the goals of 1917, the industrial successes of Stalin or the liberal changes under Khrushchev in proper perspective because only the lack of political freedom in the U.S.S.R. is analyzed. Yet this comparison of U.S. and U.S.S.R. political systems is appreciated.

The global designs of communism start with Lenin, continue with the post-war take-over of East European nations, and suggest designs on Western Europe. The perceived Soivet need for friendly nations comprising a buffer zone with the West is not mentioned. Large Soviet war losses are noted (p. 740, the figure given, 12 million, should be revised upward to 20 million), but not in relation to the installation of communist governments in East Europe.

This unbalanced picture of post-war foreign policy issues continues with an outline of Soviet aims and U.S. 'containment'. For example, "Stalin's aim was to gain control of Iran, Turkey and Greece" (p. 753), but America faced this challenge with the Marshall Plan, and Soviet designs were contained. It would have been much better to first present the aims of both the U.S. and the U.S.S.R., considered the views of non-Americans (especially Soviets), and then discuss the areas of conflict and the results in a less one-sided fashion.

The teacher's manual describes Lenin as desiring world-wide communism and Stalin as terroristic (p. 299). While not untrue they are simplistic and misleading. However discussion of the events in the 1950's and 1960's, especially U.S.-U.S.S.R. detente, is given a fair treatment and is generally informative.

There are some changes that I would prefer be made; tsar instead of czar, Romania instead of Rumania, and V. I. Lenin in the textbook (p. 752) as opposed to Nikolai Lenin in the teacher's manual (p. 299). While the textbook presents all the standard references to my world area, it does so without sensitivity and sometimes with bias. Therefore I consider it to be a good textbook with some excellent sections.

Reviewer #11

We the People
D.C. Heath and Company

The depth and breadth of the general content of this textbook can best be described as thin and narrow. If an international perspective is not included in the book's rationale, and this is the case, there is very little opportunity to focus on international studies. In fact, the exercises suggested at the end of each section are essential, not optional, if the students are to be at all aware that nations such as the Soviet Union and the countries of Eastern Europe exist.

The textbook's first 300 pages are particularly introspective. References to this reviewer's world area are the role of Haym Salomon and Kosciuszko, but not Pulaski, in the Revolutionary War (p. 137), and the travels of John Ledyard across Russia (pp. 174-175). However until the 20th century this textbook, and most others published in the U.S., fail to draw comparisons between slavery and serfdom, manifest destiny and the Russian push into Siberia, presidents and tsars, etc.

This textbook also fails to consider a discussion of socialism in the late 19th century and early 20th century worker's movement as relevant. Slavic immigration to the U.S. is not presented in depth. Presumably it is implied as part of the immigration from "Central Europe", rather than the more accurate designation of Southeastern and Eastern Europe. However Part A of Chapter 16 (pp. 350-351) opens with an excellent letter from a Russian Jewish immigrant in the U.S. to his brother in Russia. It is an honest and thought provoking letter.

Certain "Thinking Things Over", "Studying Changes", or "Following Your Interests", etc. sections allow for a degree of internationalism. Discussing how life in the non-industrial nations of Asia and Africa would be different than life in industrial nations (p. 331) is a good topic. It should also include life in other industrial nations which are not capitalistic. Also the discussion on American nationalism (p. 391) should be modified to include nationalism in other nations. In both cases I have either the Soviet Union or the countries of East Europe in mind, but other nations could be employed. Changes in U.S. textbooks like these are not especially difficult, but they are virtually impossible unless the authors make a genuine commitment to internationalism as one of the objectives of this book, and this is very rarely done.

The discussion of the European alliance system and the initial events of World War I are adequate. However while Russia's surrender to Germany is noted, the description and impact of the 1917 Revolution is omitted. Again the ill affects of the weak contents of the textbook is to some degree rescued by a "Putting Ideas Together" section. Here it is stated that defeats in the war led to a revolution and a Communist government. The students are to discuss "what new conflicts do you think this change might in time lead to" (p. 397). Without prior background information of the most basic nature concerning tsarist Russia, Lenin, communism, I question the impact of such a discussion.

The inter-war period is marred by the subject of the 'Red Scare' and the lumping of the Soviet Union in the same category as new dictators in Germany, Italy and Japan. There is no distinction between communism and fascism. Stalin is listed as the dictator who ruled between 1923 and 1953. In so much as Lenin was seriously ill in 1923 I understand the 1923 date, but I much prefer 1924 or a more detailed description of Stalin's particular road to power in the 1920's.

The Nazi-Soviet Pact is noted on page 441 and the next page states that "Germany invaded its ally the Soviet Union. The reference to a Soviet-German alliance is understandable given the narrative's consistent downplaying of Russia's and the Soviet Union's alliance with the West in both world wars, and failur to distingush between Fascistic Germany and the Communist government in the Soviet Union. Nonetheless the confusion of a non-aggression pact and an alliance is misleading and cannot be mitigated by a "Putting Ideas Together" discussion of the 1939 pact (p. 443), or the suggestion that the students "find out more about the rule of Stalin in the Soviet Union". (p. 462)

While the role of the Soviet Union in World War II is not given sufficient attention, discussion of post-1945 events provide the reader with more frequent and better balanced references to the Soviet Union and the nations of East Europe. This is true of the narrative as well as the suggested exercises for the students.

Nonetheless these descriptions and analyses will have a lasting impact on the students only if additional non-text readings or work are done by the students when he/she does the "Using Ideas" (p. 477) and "Thinking Things Over" (p. 484 and p. 493) exercises, or the Activities workbook accompanying the textbook. This is especially true of a simplistic, yet generally informative, "know your government" comparison of the U.S. and the U.S.S.R. (p. 247). Finally a greater emphasis should have been placed on the U.S-U.S.S.R. detente in the 1970's.

The authors regrettably use the terms Russia and the Soviet Union interchangeably and while the word communism appears frequently, the word socialism is never used, much less explained. The "Vocabulary Study", which in itself is a good idea, defines communist as "connected with commnism. The Government of the Soviet Union is Communist". This is really the lack of a definition and is symptomatic of the superficiality of the textbook which I cannot recommend and rate only as average or below average.

Reviewer #11

The American Way
Holt, Rinehart & Winston

This is a puzzling textbook to review from the point of view of its references to the Soviet Union and Eastern Europe. The authors present nearly all the events and concepts relevant to the study of American history, but they do so without great depth or, it seemed to me, enthusiasm. While none of the"Six Great Themes" (p. T-12) for the textbook are international, the authors are not guilty of omitting basic data on the Soviet Union and East Europe. This material is also presented in a relatively unbiased manner. One just wishes that given the excellent bibliographies, maps, special features, and detailed information found in the textbook, more effort had been put into analyzing and comparing concepts and data in a more international format. In brief, there remains a need to combine many of the good qualities of this book with a genuine commitment to internationalism.

The mention of Russia, the Soviet Union, or East European events, etc. is done at all the opportune times. Kosciuszko and Pulaski in the American Revolutionary War (p. 174), the Russian claims to Oregon in relation to the Monroe Doctrine (pp. 297-298), and even the note that railroads and the Crimean War gave American farmers transportation andEuropean customers for their wheat (p. 409). However the chance to make the sale of wheat abroad more meaningful by comparing it to wheat sales to the Soviet Union during the last decade is not considered. Also the textbook is particularly strong in portraying the growth and development of specific American cities, and one laments that international (Soviet Union and East Europe) comparisons were not included.

The section on immigration is also well done. Slavic immigration is certainly described, and some excellent details are noted. This would include the use of the Yiddish language by Russian and East European Jews, and the establishment of ethnic 'mutual benefit' societies like the Polish National Alliance. The stress of bilingualism at the height of immigration (1890-1914) and then references to today (p. 495) are especially sensitive and informative. The teacher's edition of the accompanying workbook (p. 79) has the students read and answer questions from Mary Antin's book The Promised Land. On the whole I feel that in its portrait of immigrant Americans the students are made aware, both effectively and cognitively, of a way of viewing the world that goes beyond our normal provincialism.

One of the problems for this reviewer is that about seventy percent of the text is pre-1900, and therefore there is a built-in slight to the Soviet Union and East Europe which most frequently relates to our nation's history in the 20th century. The first 20th century mention of Russia notes that "in 1905 the Russians and the Japanese went to war". Russian history textbooks will correctly date this war as 1904-1905. President Teddy Roosevelt's role in this war's peace treaty is ignored.

However, unlike most U.S. history textbooks, another pre-World War I phenomenon is not overlooked, i.e. the rise of socialism. The Wobblies are noted, as is the fact that Eugene Debs ran for President as a Socialist in 1912 and received almost a million of the 15 million votes (pp. 567 and 575). It is unfortunate that socialism is not defined. Yet there are also short noticesthat government ownership is central to communism (p. 597 and p. 649)

The textbook's description of World War I does not include the Russian Revolution of 1917. However the treatment of the Bolsheviks in the post-war 'Red Scare' is fair, and in general the authors present a balanced picture of the domestic debate on specific questions of international affairs.

The key Soviet and East European events of the 1914 to 1945 period are mentioned, but the American and Soviet views of the establishment and continuance of the cold war are relatively weak. The important affects of World War II on Soviet motives are not emphasized. However the establishment of a communist government in Czechoslovakia and Tito's 1948 break from Moscow are noted (p. 650) and the Soviet decision not to rebuild Germany, but to have it pay back the U.S.S.R. for its war losses (p. 651) is accurate but misleading. The problem stems from the failure to establish firm pillars (both U.S. and U.S.S.R.) for the cold war in terms of ideology, Soviet war losses, American and Soviet views of the world situation, etc. These areas of neglect cause much of the "Building Social Studies Skills" exercise (p. 705) which has the students discuss Stalin's promise to the West to allow democratic governments to establish in Eastern Europe, to be basically unanswerable given the information supplied by the textbook.

The description of the cold war in the 1950's (Eisenhower's contination of Truman's containment policy, the 1956 Hungarian Revolution, Sputnik, American military expenditures) is good. The "Putting It All Together" activities on p. 671 has some excellent classroom suggestions. I hope that students do read an article about communism today and write a report about its challenge to the U.S., or comment on cartoons depicting the Soviet Union. The first exercise has the students dividing Germany, Korea and Vietnam into free and communist. The wording should be changed from free to democratic or non-communist.

There are two minor spelling changes I would like to see standardized in all textbooks; tsar instead of tzar as used here (p. 597), and Romania instead of Rumania (pp. 589-590). Also the section on "Nixon in China and Russia" was thin, and there was very little on the SALT negotiations. On the whole I found this textbook to be a good and sometimes excellent publication.

Reviewer #11

This is America's Story
Houghton-Mifflin Company

The stated objectives of this textbook include "how our economy developed; the basic values on which the free enterprise system rests; comparison with totalitarian government" (p. 1 teacher's edition). I believe that this objective is a key to one of the major flaws of the textbook; anything relating to the Soviet Union or East Europe is seen as an aberration of free enterprise and political democracy. There is no attempt to view alternative developments in their own (non-American) setting.

The information provided is relatively well developed and detailed. However the teacher's edition is not very instructive in that it provides little background data, few suggested exercises and no extensive bibliography. The "Linking Past and Present" and "Interesting Things to Do" sections are rather shallow and uninteresting. The use of extensive quotes in certain chapters could be the base for controversial discussions, papers, or simulations if the opportunity is seized by a perceptive teacher.

It appeared to me that the authors took a hemispheric approach and made a concentrated effort to include the role of Latin America and Canada in the presentation of U.S. history. This, unfortunately is not an advantage to a reviewer concerned with Russia, the Soviet Union and East Europe.

The usual relevant notations in the 18th and 19th centuries are presented; Kosciuszko and Pulaski in the American Revolutionary War, Russian land claims in the Pacific Northwest in relation to the Monroe Doctrine, and the purchase of Alaska. There is no attempt in this textbook, nor in any others, to draw comparisons between the U.S. and Russia and the only mention of Russia and the countries of East Europe are in the context of foreign relations.

I felt that the authors present a very uncritical picture of the 'American Way' and our system of parliamentary democracy and capitalism. This does not mean that communism is directly attacked, rather it is ignored or considered a deviant from the 'American Way'. This focus does have some positive ramifications in that technological and economic issues (including international trade) are well developed, but also the references to the Soviet Union and East Europe are tunnelled into this narrow perspective.

The first area of neglect is a description of socialism in describing the 19th and early 20th century worker's movement. The authors cover the activities and ideas of Samuel Gompers, but ignore the socialist Eugene Debs. Concerning this same time period, immigration to the U.S. is seen only in relation to the growth of our industries. The reader is not provided with the insights into the motivations and problems of the individual immigrants nor about their European homeland. The emphasis is on successful immigrants who 'made it' in the U.S., e.g. Igor Sikorsky from the Ukraine.

The authors do note the Russo-Japanese War and President Theodore Roosevelt's role in its settlement. In one section (pp. 611-612) it is correctly referred to as the Russo-Japanese War, but in another section it is incorrectly titled the Japanese-Russian War (p. 576). I am not familiar with the latter reference and it should be changed so as not create an unnecessary problem of recognition. A more substantial complaint is with the textbook's view of Russia as the nation most eager to expand into Chinese territory (p. 611). This is misleading, while one could establish a case for territorial aims on China since Russia and China have a common border and an extension of the Trans-Siberian Railroad through Manchuriacould justifiably be seen as territorial expansion, the other Western European powers were at least equal in exploiting China's weakness, but lacked a common border to facilitate territorial expansion. Also the Russo-Japanese War was as much a conflict between these two nations over Korea as over Manchuria.

The next problem area, the Russian Revolution of 1917, also contains errors of both terminology and accuracy. The 1917 Revolutions are not discussed as part of the analysis of World War I (save a short note on p. 621), but as part of the rise of dictators in the 1920's and 1930's. A closer look at this section will hopefully serve to demonstrate the problem.

The textbook states that "later in 1917, a small party called the Bolshevists used armed force to overthrow the government that had replaced the czar's." I would prefer tsar instead of czar, and more strongly object to the use of the outdated Bolshevists as compared to the commonly accepted term, Bolsheviks. (Some references to Bolshevists can be found in the 1920's, but the contemporary usage is overwhelmingly Bolsheviks).

The story continues with no mention of socialism, but only the negative aspects of communism. It is true that Soviet citizens are generally "not free to engage in business..select jobs... (have) freedom of speech and press", but there is also full employment, paid education and health care, and the rapid construction of a modern industrial society. The point is that there should be a balanced picture with discussion of the differences of the two systems. While I do appreciate the extended definition of communism, and its comparison to capitalism, I feel that there is also the need to compare various forms of socialism and capitalism. This is a serious void in most all of the textbooks. Examples demonstrating the diversity of socialism in countries like Poland with its private ownership of farms or the market socialism of Yugoslavia would be very instructive.

The textbook does ask the students in a "Map Study" (p. 629) to identify the nations from which Poland was formed after World War I, and does remark that the Russians (should read Soviets) "fought fiercely" against Hitler. The cold war is again one-sided and viewed as the product of Soviet iniatiative (p. 694). The authors include all the obvious events in the last 35 years important to Soviet-American relations, but again the presentation is one that is slanted in favor of the U.S. The "take-over" of Eastern Europe by the Soviet Union is not put in the context of large Soviet war losses, nor are American and Soviet perceptions of the world compared. Also after noting that a U.S. plane was shot down on a spying mission over Soviet air space, the textbook then stresses the Soviets cancellation of a summit meeting and insults for President Eisenhower. I definitely got the impression that the U.S.S.R. was the culprit, not the U.S. spy mission.

Finally I find it inexcusable for a U.S. history textbook to omit the story of Senator Joseph McCarthy and McCarthyism. I found this textbook to be only of average quality.

Reviewer #11

The Free and the Brave
Rand, McNally & Company

This textbook is not unique in omitting international goals from its stated list of objectives, and focusing on the socio-economic history of America. Therefore this reviewer is forced to comment that while the authors do a good job of personalizing U.S. history and telling the story of the people, and not just the elites or newsmakers, it is deficient in its coverage of international studies in general, and the Soviet Union and East Europe in particular. Discussions of foreign nations and cultures are almost always done within the rather limited context of the formal relations between political states. The readers will not be able to empathize with, or understand the motivations, actions, etc. of non-Americans.

The omissions in the 18th and 19th centuries would include the contributions of the Pole Kosciuszko to the American Revolutionary War, the role of Russian claims to the Pacific Northwest in the establishment of the Monroe Doctrine, and the failure to describe and define socialism while discussing utopian socialism or the early worker's movement in the U.S. The omission of Russian claims to the Oregon Territory is surprising in that some textbooks perhaps over-extend their focus on this issue, but to ignore it is an even greater disservice. The Monroe Doctrine was after all delivered to St. Petersburg before President Monroe addressed Congress with his views in 1823. Also in order to meaningfully employ this doctrine and compare it to contemporary events like the Cuban Missile Crisis or the Brezhnev Doctrine, it is important to also be clear on the original intension of the doctrine.

The failure to discuss socialism in Chapter 16 ("The Factory Hand and the Slave") is especially distressing since the chapter does deal with the earliest labor unions and Robert Owen's utopian community at New Harmony, Indiana.

The authors have other opportunities to correct this oversight with their discussion of labor struggles in the latter part of the 19th and early 20th centuries. However this is not done. Also this textbook, like most other U.S. history textbooks, failsto draw comparisons between slavery and emancipation in American and serfdom and emancipation in Russia, or our Westward expansion and the Russian settlement of Siberia.

This reviewer felt that for the first 500 pages or so the reader could get the false impression that the views and actions of non-American people had little or no impact upon our history. The one possible exception to this provincialism would be the story of immigration to the U.S. which is not just reserved for the 1890-1914 period. The immigration of Jews from Russia and their persecution in Russia is described (p. 517). There is a good "Grasping the Issues" question posed to the students on comparing late 19th century immigrants to earlier immigrants as well as today's immigrants. If this is done by a perceptive teacher one might hope for the best and there could be a much needed discussion of Soviet Jewish immigration during the last decade.

The outbreak of World War I is satisfactorily presented and the role of Russia in the war is mentioned (p. 593). The 'Red Scare' that followed the war is presented in an unbiased and clear manner (pp. 616-617) with a marginal not to the teachers to compare the fears of the 'Red Scare' to McCarthyism after World War II. This comparison is repeated in the student's narrative when discussing Senator McCarthy (p.669).

The students would be much better equipped to deal with this comparison if they were provided with some basic understanding of socialism and communism, and how they differ from capitalism. At one point the teacher's edition notes in the margin that a song composed by Jim Garland had "overtones of socialism" (p. 645). Yet very little can be done with this since the students have no frame of reference with which to comprehend the socialist 'overtones'.

The important role of the Soviet Union in World War II is generally downplayed and the presentation of the cold war suffers from the authors more general decision to under emphasize post-1945 America. This decision accounts for the rather limited involvement of the Soviet Union and East Europe in the textbook. Nonetheless the treatment of U.S. and U.S.S.R. space and arms race is good and unbiasedly presented. However I would prefer the dating of the start of Khrushchev's rule in the U.S.S.R. be 1955 rather than 1958 (p. 676). The real problem is that there is too little coverage and not nearly enough analysis.

The teacher's edition suggests a discussion of SALT II and U.S. Soviet and Chinese relations (p. 701). One can only hope that this and other suggestions made to the teachers are followed. If they are not, the students knowledge of U.S. history will surely suffer from the failure of the narrative to include a focus on international studies.

After noting that there are strengths to this textbook, socio-economic history, good suggestions for the teachers in the margins, interesting questions asked beneath some inserts, contradictory quotes or points of views opeining each chapter, I cannot highly recommend the book because of its lack of commitment to an understanding of the Soviet Union and East Europe. Therefore I view it as a fair and sometimes good book.

Reviewer #11

Two Centuries of Progress
Laidlaw Brothers

Two Centuries of Progress is a generally informative and unbiased textbook. The concepts are presented are quite sophisticated for an eighth grader and the "Social Studies Skills", "Historical Documents" and "Opinions Differ" sections are especially noteworthy. The chart on diets (p. 52) which notes the importance of quantitative data for social historians is an excellent example of the high level of sophisticated concepts presented. The combining of the chronological approach with one topical chapter in each unit is also to be complimented.

Thus the problem for this reviewer is not a lack of content, a scarcity of details, or a biased presentation. Rather it is the fact that the authors' perspective is not international and that the amount of space relevant to either Russia, the Soviet Union or Eastern Europe is very limited.

However the first extended discussion of Russia is a contradiction of the above statement. Instead of being guilty of omitting Russia, this textbook places a relatively strong emphasis on the Russian claims in the Pacific Northwest. The "Historical Document" (p. 193) is President Monroe's 1823 address to Congress and notes that the message was delivered to St. Petersburg. On p. 194 it is noted that the U.S. was more concerned about the claims of the Russians than the Spanish, and that the czar's (should be tsar) policy was threatening our shipping rights in the area. There is actually very little information to support these assertions, and the affair is settled peaceably in 1824 because "Russia had problems at home". I do not know the problems referred to, but there might be some confused connection with the political turbulence of December 1825 in Russia.

This unusual stress on Russia's role in the Monroe Doctrine is not what I am objecting to. The problem is that the stress is not supported with a sufficient amount of background data. Nonetheless I reacted very favorably to the suggestion on p. T49 of the teacher's edition which has interested students investigate the 1962 Missile Crisis and relate it to the Monroe Doctrine.

The "Focus" for Chapter 12, "Reform and Anti-Slavery Movement", discusses mid-19th century utopian community experiments (pp. 240-247) without commenting on socialism or communism. This lack of attention to socialism is only somewhat ameliorated with a mention that some of the workers in the late 19th century disagreed with the A.F. of L. and desired socialism and an "end of the free enterprise system" (pp. 363-364).

The "Enrichment Idea" for Section 1 of Chapter 26 in the teacher's edition (pp. T138-T139) is superb. Here the students are divided into four groups to role play Stalin, Stalin's advisors, Truman and Truman's advisors. In addition to foreign affairs and military items, the students are to compare the types of government and economy of both nations. It is essential that this exercise be done and that the discussion of the Soviet Union extend beyond the affairs of the political leaders in World War II and the Cold War.

The presentations on the U.S. purchase of Alaska, the 'Open Door' policy with China, andthe Russo-Japanese War are brief, but fair to Russia. However the Slavic and Jewish immigration to the U.S. before World War I is weak and no background data on their European experiences are provided.

Russia's pull out of World War I is noted and the teacher's edition annotation correctly states that Allied troops intervened in the Soviet Union and that future U.S.-Soviet relations suffered. This shows good attention to detail. The textbook also correctly refers to the post-1917 nation as the Soviet Union and not Russia.

In commenting on the post war 'Red Scare' in the United States the textbook claims that "in March 1917 a revolution began in Russia" and the Bolsheviks came to power in a bloody fashion. I believe theat the March Revolution has been confused with the Bolshevik's October 1917 revolution, which was not particularly violent. While I was pleased that that 'Red Scare' is mentioned, I was disappointed that the background data were not extensive and that the Bolshevik or Communist ideology was not described. There are only very weak descriptions for the teachers on p. 486.

The comments on Soviet foreign policy of the 1930's are sufficient and the Soviet Union is correctly separated from the Fascistic governments. This textbook is unique in that it correctly states that Stalingrad was a major turning point in World War II. Also on pages 613 and 615 there is an excellent discussion of Kennan and the post-war containment policy of the U.S. An 'Opinions Differ' insert on p. 164 consists of pro and con statements on whether the U.S.S.R. is to blame for the start of the cold war. This is an excellent idea, but the selections are rather shallow. For example, the student is never presented with the concept that because of its huge war losses the Soviet Union was determined to create a buffer zone with the West comprised of friendly Communist nations.

However on the whole the cold war is handled in a balanced fashion and the "Social Studies Skills" section (p. 630) comparing the military strengths of NATO and the Warsaw Pact nations is very informative. The balanced nature of the contents can best be illustrated by the review questions for Chapter 29 (p. 631). All are thought provoking and No. 3 which asks when, if ever, does the U.S. have the right to stop the spread of communism, is the fairest wording I have seen of this value ladened problem.

Generally I found this textbook to be informative, sophisticated and balanced. However it failed to note the existence of the Soviet Union or the nations of Eastern Europe except in the context of formal relations and thus lacked a sufficient international perspective. Therefore I am obliged to rate the textbook as good, rather than excellent.

Reviewer #11

American Adventures
Scholastic Book Service

The authors wrote for the average eighth grader using a clear simple style and a short chapter format. The resultss are an informative and interesting textbook that does an excellent job in covering the Soviet Union and Eastern Europe. The teacher's guide states that 1,400 man hours were spent on finding the best pictures (p. 6). At first I viewed this as a dubious announcement which might result in a weakened text. I was wrong, and the hours spent on the 'extras' were well worth it. I was favorably impressed by the use of non-American (mostly British) cartoons which did present the student with an alternative view of our history. This might serve as a model idea for other textbooks.

I also was at first somewhat put off by a 'cute', but very personable narrative. I was especially concerned that the very short chapters were destroying historical continuity. However once I became accustomed to the format, I found that the textbook never lost my interest and was very successful in presenting high quality and unbiased information relevant to my world area.

That is not to say there are not some minor problems in delivering detailed information within such a format. For example neither Kosciuszko nor Pulaski are mentioned and comparisons betweeen 19th century America and Russia are absent. Nonetheless the role of Russia and Secretary of State John Quincy Adams are adequately described in relation to the Monroe Doctrine (pp. 160-161).

One of the strongest aspects of this textbook from this reviewer's area perspective is the attention paid to a clear explanation of capitalism, socialism and communism. The efforts of socialist Eugene Debs are not overlooked (pp. 326-328) and a "Second Look" section (p. 328) has the students use a dictionary to define and give examples in their own worlds of all three systems. Another "Second Look" section (p. 331) asks the students to create a conversation between Gompers praising capitalism and Debs praising socialism as the best hope for the American worker. The teacher's guide (pp. 106-107) provides adequate assistance to the teacher on this subject.

The section in the text itself on pre-1914 immigration is satisfactory and the exercise which has the students write a 50 word essay on the settlement of an American family in another country is superb (p. 354). It is an excellent example of internationalism that is not limited to foreign affairs. The same could be said for the composition of a letter from a young German-American soldier to his cousin in German (p. 414).

Events in Russia and Yugoslavia in relation to World War I are given extensive coverage. One "Second Look" (p. 406) deals with the Serbian assassiantion of Archduke Ferdinand, the Austrian-Hungarian Empire and Serbian nationalism. Background information is also provided in the teacher's guide (p. 140). The relation of the 1917 Russian revolution to the war is noted. One complaint is the inaccurate reference to Vladimir I. Lenin as Nikolai Lenin (p. 427).

Coverage of the Russian Revolution of 1917 is also included in an extremely well done section entitled "A Time of Fear and Panic" (pp. 424-427) and Chapter 12 of Part 3 'Red Scare' (pp. 428-430). The intolerance of the American public toward Communists and anarchists is presented in a detailed and balanced way, and the Bolshevik activity in Russia is discussed. The authors' ability to personalize the concepts involved and to sensitize the students to this phenomenon deserves the highest praise. The stress on the fact that we fear what we do not understand and that specific instances of intolerance are not pleasant, but are part of our history (p. 427) is refreshing. These same qualities are again displayed in describing McCarthyism (pp. 561-563). The "Second Look" exercise (p. 563) suggests that the students compare McCarthyism and the post World War I 'Red Scare'.

In discussing immigration to the U.S. in the inter-war period there is a biographical sketch of Rudolf Serkin, a Jew from Czechoslovakia. Also the role of Czechoslovakia in the immediate pre-World War II years is covered in great detail. One excellent exercise (p. 522) has the students react to the Munich Pact as a Frenchman, a German, an Englishman, and a Czech.

Chapter 1 of Part 4, entitled "Blitzkreig" (pp. 532-534), is yet another example of a sensitive and historically accurate presentation of an event relevant to East Europe. In this case the reader witnesses the invasion by German troops through the eyes of a Polish farmer. The teacher's guide for this chapter (p. 190) lists nine different circumstances, and for each one the students are to decide if U.S. intervention is called for. Most of these examples involve the U.S.S.R., and with Poland's relationship to the Soviet Union today, this exercise is especially timely. Yet I believe this high degree of relevance is not accidental. The authors' suggested exercises address dilemmas present in the human condition, and therefore will always be timely and not depend on specific current events.

The textbook is adequate on the Soviet Union's part in the defeat of Hitler and the teacher's guide (p. 193) provides good background data on the battle of Stalingrad. The cold war is handled very well with an exercise on the shift of alliances in the post-war period (p. 545), and discussions of U.S. and U.S.S.R. ideological differences as well as the large Soviet war losses and the establishment of buffer states in East Europe friendly to the Soviet Union. The authors again go beyond foreign relations and have the students list the first descriptions that come to mind when they hear Soviet Union, nuclear war, and China (p. 196 of the teacher's guide). The root of their negative reactions is to be communism.

All the points relevant to U.S. Soviet relations over the last 35 years are noted. Analysis is provided in exercises for the students on whether the U.S. should provide aid to allies, even if governed by a dictator (p. 560), or discussing Nixon's moves to ease the tensions of the cold war (p. 223 of the teacher's guide). This latter exercise is of exceptional utility.

There are other excellent examples which I have omitted for lack of space, but in general this was the best textbook I have read for its unbiased and informative presentation of the Soviet Union and East Europe. I rate it as excellent.

Reviewer #11

America! America!
Scott, Foresman

The title America! America! is taken from Mary Antin's 1894 autobiographical book about her immigration to the United States, The Promised Land. However the enticing anticipation that this textbook will present an international perspective on U.S. history remains substantially unfulfilled. While there are several outstanding parts dealing with the Soviet Union and the contents are presented fairly, America's history is still viewed through our eyes alone.

The principle reason for the general neglect of the Soviet Union and Eastern Europe is the fact that almost 75 percent of the contents deals with the pre-1900 period. This is a handicap in presenting material on the Soviet Union since the history of the U.S. and the U.S.S.R. intersect most frequently in the 20th century.

While there is no mention of the contributions of Kosciuszko nor Pulaski in the American Revolutionary War, there is an excellent presentation (pp. 269-270) on "Russian America". The crossing of the Bering Straits and the establishment and later sale of Fort Ross is well done and appreciated. The query at the end of Chapter 17, "What Do You Think?", number 1, asking what might have happened if Russia did not relinquish its claims in North America is interesting.

One of the strongest aspects of the textbook is its focus on immigration. The 'Teaching Ideas' section has two particuarly good exercises relating to this issue. For Chapter 7 (p. G13) the students are asked to relate early colonial immigration to contemporary Russian immigration to Israel or the U.S. (Note that it should have read Soviet or Soviet Jews, not Russian.) Also for Chapter 9 (p. G15) the students are to discuss the problems of non-English speaking minority cultures and how they might conflict with the majority culture in the U.S. today. This is a rare example of international studies that extends beyond foreign affairs and is indeed welcomed.

However comparisons with Soviet or East European societies for other issues of U.S. history is not continued. For example this textbook is generally strong on personalizing history and stressing the role of non-elites, and Chapter 30 ('Workers and the Worker's Movement') is an excellent piece of socio-economic history. This would have been a logical place to intergrate a discussion on socialism, communism and capitalism. Unfortunately this was not the case.

The political events in Europe leading to World War I is generally good. The Russian Revolutions in 1917 are given adequate attention. However it does state (p. 576) that a revolution swept Russia in the spring of 1917. The revolutions took place in February/March and October/November. Also there is an excellent "Think About It" question (p. 576) which asks the students to consider how the Russian Revolution affected the course of World War I. The problem is that the information provided in the teacher's edition is sparse on this issue. There is no description of Lenin, Communism, etc. in either the textbook, or the teacher's edition. This same problem exists in answering the 'Teaching Ideas' (p. G47) question number 7, i.e. explain why the allies were opposed to the 1917 Russian Revolution and a separate peace with Germany and their intervention on the side of the White Russians in the Russian Civil War. Good exercises like this are rendered useless unless the teacher happens to have an in-depth knowledge of the event.

In contrast, this textbook is unique in discussing the American aid to the Soviets in 1920-21 famine, the recognition of the U.S.S.R. by the U.S. in 1933, and the 1939-Nazi-Soviet Pact. Also the events of World War II are given adequate notice.

Chapter 47, "The Cold War", deserves special note. The authors state that the basic source of antagonism between the U.S. and U.S.S.R. stems from the fear of communism and its goal to destroy capitalism. The marginal notes warn the teacher that the students should be clear on the differences between communism and capitalism. This difference, and the difference between socialism and capitalism, should have been described in the textbook iteself.

However the debate on the "Soviet Actions in Postwar Years" (pp. 638-39) should receive the highest praise. The relating of the huge Soviet war losses and the fact that the U.S.S.R. had been invaded three times from the West (Napoleon, World Wars I and II) to the perceived Soviet need for a buffer zone of friendly East European communist nations is long over due in our textbooks. The argument is balanced by the presentation of a counter argument that the Soviet take over of Eastern Europe was simply part of the anti-capitalist designs of the Soviet leaders. I can only hope that this could serve as a model for other textbooks on this subject.

The notes for the teachers in the margins on these pages are also excellent in that they are both factually correct and could easily lead to stimulating classroom discussions.

The extension of the cold war issue finds that Eisenhower's role is downplayed and Kennedy, and later Nixon are highlighted. I believe that Eisenhower's meeting with Khrushchev and the discovery of the U-2 spy mission should be given greater emphasis in this section of the book.

The 'Teaching Ideas' for the teachers (p. G52) asks why do Americans fear communism, and would this fear exist if we understood what communism really is. Another good suggestion in the 'Evaluating Objectives' section is that the students write an editorial for a small town newspaper attacking or supporting McCarthyism.

The 'Teaching Ideas' for Chapter 47 (p. G53) has the students list the main points of communism and capitalism. It is important that this be done. There are other worthwhile suggestions relating to the Soviet Union on this page.

Despite some omissions, I am favorably impressed with the general tenor of the book and consider it to be of excellent quality.

Reviewer #11

Let Freedom Ring
Silver Burdett

The textbook is recommended for its full, rich content, its excellent ideas and background information supplied in the margins for teachers, and for the quality of its maps, pictures, etc. Thus it is extremely disappointing to observe that one of the stated objectives, the need "to develop international understanding: (p. 14) is not met in relation to the Soviet Union and East Europe.

The book draws a comparison to the Soviet Union while studying the early 19th century history of the U.S. The activities for Unit 3, Number 4 (p. 232) have the students write a newspaper story describing the election of a woman to the U.S. Congress and a man to the Supreme Soviet. Sufficient background information is provided and the exercise is to be lauded.

This excellent idea is followed by an 'Extension/Enrichment' project (p. 270), having some students report on frontier activity in Russia and other large countries which addresses a comparison that is begging to be made. Also the accompanying Social Studies Skills book, which is proportionally more international than the text itself, has the student identify the country with a 1917 worker's revolution and is identified by a hammer and sickle. In fact the only problem I had with the pre-civil war part of the text is that neither Kosciuszko nor Pulaski were mentioned.

However the omissions begin in the second half of the book and continue to the end. Socialism is not mentioned in connection with the early American worker's movement and there is no attempt to draw comparisons with the Soviet situation in the chapters dealing with business, industrialization, urbanization, etc. Of course this is an oversight common in all U.S. textbooks.

Continuing forward in time the student is not told that World War I began in Serbia, nor of the Russian Revolution and its role in World War I, nor of the post-war 'Red Scare' in the U.S., nor of the 1939 Nazi-Soviet pact, nor of the phenomenon of McCarthyism. With such holes missing from the fabric of U.S. history, I find it hard to believe that the students could develop anything approaching an understanding of the Soviet Union or East Europe.

I was very disappointed that there were no activities for Unit 7 (National Interest) that dealt with the Soviet Union. Also the Cold War issues are presented in a biased fashion. For example the book notes the Soviet rejection of the American plan for control of nuclear weapons before the first Soviet bomb is exploded in 1949, but they fail to consider the Soviet Union's huge war losses and their need for a friendly buffer zone with the West.

Unit 7 begins on a sound basis by establishing the basic goals of foreign policy and a comparison of isolationism and expansionism. However the post-World War II 'containment' policy is weak, and seems to rely on an "Extension/Enrichment" project (p. 504) in which the students are to read David Dallin's piece on 'containment'.

Generally the immigration from East Europe is given adequate attention. The work of Louis Adamic, a Slovenian immigrant to the U.S., is part of a particularly good chapter, "What Is An American?"

In addition to the small point that I would prefer to see Romania spelt with an 'o' as opposed to 'u', I want to stress my overall disappointment with the exclusion of Sovet and East European material in the second half of the textbook. A U.S. history textbook that fails to explain Communism or ignores McCarthyism is deficient. Finally there is my standard complaint that this textbook like most others, fails to present U.S. history and society in a global perspective. The lens we are using to view ourselves are of our own making, and our story is not sufficiently related to the rest of the world except in the most obvious areas of foreign affairs.

Therefore I suggest that this textbook is only good, but not excellent.

Summary of Findings

Russian and East European Studies

The most obvious initial statement to be made is that the U.S. history textbooks surveyed by this reviewer were not committed to offering an international focus. The authors appear to reflect the post-Vietnam mood of the American public in looking inward in order to examine the American character. These results are some excellent presentations concerning American values, the growth of our cities, the impact of technology, the important role of women and ethnic minorities, etc. However, the inclusion of material relevent to foreign cultures and people in general, and Russa, The Soviet Union, and East Europe in particular is neglected. I firmly believe that an international focus to a U.S. history textbook written for students living in an increasingly interdependent world is essential, and that a substantial part of that focus should be on the Soviet Union and East Europe.

With that introduction I am sadden to report the only area in which the Soviet Union receives adequate coverage is in the sections dealing specifically with formal state relations. Thus Russia's role in the formation of the Monroe Doctorine, our purchase of Alaska, World Wars I and II, and especially its post-1945 advisory position vis-a-vis the U.S. are all noted in the textbooks. However, international comparison which would deepen the students' knowledge of America and simultaneously provide them with a more global focus are not made.

The opportunity to compare and contrast the slavery of Black Americans and the Russian serf in terms of racial and religious differences with their masters, their emancipations in 1861, and their impact on future political and economic developments is lost. The analysis of America's multi-ethnic population in relation to other nations, particularly the Soviet Union, in terms of discrimination, territorial control, linguistic variants, rates of assimilation, etc., is not made. The textbooks also do not relate the process of settling of our Western frontier to that of Siberia or other large nations. Finally, there is almost a unanimous exclusion of the emmigration of Soviet Jews in the 1970's. This could be easily integrated into the rather extensive coverage given to immigration to the U.S.

Some textbooks provide the student with at least a general statement concerning the basics of either socialism or communism. All should compare the U.S. free enterprise capitalist system to the state directed economies of socialistic governments, yet very few do. The forms of socialism found in Poland, Yugoslavia and the Soviet Union would be excellent examples with which to develop a full discussion of socialism.

The role of the 1917 Russian Revolution in World War I was often only weakly described and the Soviet Union's important role in World War II is not given sufficient attention. Extending this discussion of military and political matters into the formation of the cold war, I feel that only a few textooks present a balanced narrative.

The problem of balance is twofold. First negative value-laden form must be avoided, and this is done by more than half the textbooks. The second problem is less overt and involves the author's openmindedness and commitment to both sides of the issues. This is less frequently done and the results are often that all the points where the paths of the U.S. and the U.S.S.R. intersect in the post-war era are noted in relatively neutral forms, but the Soviet side is not heard. This in turn causes the readers to be left without an understanding of the Soviet view and unable to fully develop their social science skills.

The general treatment of the nations of East Europe is one that portrays them as appendages of the Soviet Union. Most textbooks treat them as separate identities when discussing pre-1914 immigration to the U.S., but find it difficult after World War II. This 'lumping' could be averted with an extended discussion of the variants of socialism, parallels between labor unions and Yugoslav self-management , or a comparison of U.S. films, poets, etc., with those of East Europe. This can and should be done without ignoring Soviet military dominance of the region.

In conclusion while I would prefer some spelling change be made (Tsar, instead of Czar, Romania instead of Rumania, and certainly V. I. Lenin instead of Nikolai Lenin), I cannot state that I found an abundance of outdated terminology nor inaccurate facts. The problem is not one of poor textbooks as much as a failure to accept internationalism as central to the story of U.S. history.

RATIONALE

RUSSIAN AND EAST EUROPEAN STUDIES

The story of the American people cannot be contained within a hermetically sealed environment which is impervious to external forces. We are a nation of people who, with the important exception of the American Indian, came from other lands, and whose values were influenced by the culture, values, ideology, etc., of other nations. The United States has been directly effected by the actions of other nations, and in the nuclear age it is virtually impossible to imagine any aspect of American life that does not in some way involve a non-U.S. actor. Nonetheless most of the U.S. history textbooks for junior high students remain introverted and provincial. It is imperative that the authors of our history textbooks reflect this internationalism and include it as a goal in their stated objectives.

The next task is to establish a workable framework in which the most important international concepts, events, etc., are to be discussed and analyzed. The successful framework will not ignore foreign policy and political history, but will fit the total fabric of the history of the American people within the context of international studies. This will require many more comparisons to foreign societies and a narrative that relates to the culture, economy, politics, etc., of these peoples in a manner that goes beyond the limits of foreign affairs.

I feel that there are many places in U.S. history textbooks that would significantly benefit from comparisons with, or discussions of Russia, the Soviet Union and the nations of Eastern Europe. Some examples would include the presentation of our Revolutionary Way within the context of other major revolutions, and certainly the 1917 Russian Revolution. A comparison of American slavery and Russian serfdom would be instructive and interesting. The similarities and dissimilarities of such variables as race, religion, music circumstances of emancipation, and affect on future economic and political developments could be drawn. Also the 'Manifest Destiny' of the U.S. and the Russian push into Siberia would aid in the study of geography and comparative values.

An area of discussion involving the U.S.S.R. and more relevant to the contemporary world would be the multi-cultural composition of both societies. I would suggest that other nations such as China, Canada, etc., be included. No analysis of the post World War II U.S. history could possibly be complete without references to the Soviet Union. However, the textbooks should not focus exclusively on foreign relations and military power. It is important that the students have a solid understanding of the basic differences between capitalism, socialism, and communism. In making distinctions between the various forms of socialism as practiced in East Europe the students would be able to more clearly comprehend communist as well as capitalist systems. A comparison of the U.S. and the U.S.S.R. and East Europe in terms of mineral resources, farm productivity, consumer goods and services, health care, educational systems, role of women, etc., would again deepen the student's knowledge of American society and present alternatives that could be important to future U.S. citizens. After some of these comparisons and analyses are made the student could more readily place Soviet military power and relations with the U.S. in a proper perspective.

Reviewer #12

American History for Today

Ginn and Company

This textbook devotes approximately two pages to the Middle East. The context is within a discussion of the "Cold War," and therefore the area is only dealt with in this one perspective.

Nasser, the Suez Crisis in 1956, and the Eisenhower Doctrine are briefly discussed. Nasser is portrayed as "an ambitious man" who "flirted" with the Russians, British and Americans in order to receive funding with which to build the Aswan Dam (the name is not used in the instructional materials but is referred to as "a high dam"). Events are seen as the result of "revenge," "double-dealing," and fear.

Eisenhower is portrayed as a fair leader, however, and is shown to have made even his "special friends" withdraw after the invasion of Egypt by the French, British, and Israel. The Eisenhower Doctrine is discussed briefly, and an example is given of its use in Lebanon shortly thereafter. The textbook indicates, however, that the Eisenhower Doctrine was not successful for two reasons, which further support the "Cold War" emphasis, i.e., that "Communists rarely fight in the open," and "work underground and under cover."

This textbook is inadequately written from the point of view of understanding the peoples, culture, and history of the Middle East, and falls short in its effort to relate American involvement in the Middle East in contemporary times as well. The obvious "Cold War" bias places the Egyptians in the camp of the enemy, the Soviet Union, and makes Nasser appear an opportunist rather than a world leader. It would be extremely difficult for a teacher with little background in Middle East history and politics to use this textbook adequately for a discussion of the Middle East. A student would find it difficult to comprehend the meaning of some of the very generalized statements and opinions about the Suez Crisis, since so little fact is presented.

There is no mention of the Egyptian people, their culture, beliefs, customs, and religion which would lead to an understanding of this important area; or any other country of the Middle East. This text does little to promote understanding of America's position in the world except to define the world in terms of good guys and bad guys.

Reviewer #12

America, Its People and Its Values

Harcourt, Brace and Jovanovich

This textbook attempts to include material on the Middle East in a variety of frameworks. It deals with the early 19th century war over the "Barbary Pirates," touches on German interests in the Middle East during the first and second World Wars, and briefly discusses the contemporary history of the Middle East in regard to the Arab-Israeli Crisis, the Suez Canal, and problems over oil and energy.

The textbook mentions Algiers in the context of the American merchant activities in the Mediterranean during the 1800's, as well as the states of Morocco, Algiers, Tunis and Tripoli. Unfortunately, the perspective is totally from the standpoint of the American government's policy of "gunboat" diplomacy and its success in raising its world standing through such activities abroad.

It only very briefly mentions the oil wealth of the Middle East in the context of German interest in the area during the two world wars, and makes no attempt to foster an understanding of the situation from the perspective of the Middle Eastern countries.

In discussing Israel and its creation in 1948, the textbook gives very sketchy and often inaccurate information. It describes Palestine as an entity "under the "control" of Britain, omitting any historical information on the Balfour Declaration and the mandate which was given to Britain following World War I. It says that Palestine was divided into Jordan and Israel, which it was not, and does not even mention the United Nations Partition Plan or the reason why so many refugees were created following Israel's recognition as a state.

Similarly, the discussion of the Suez Canal Crisis omits any mention of the basic facts which would give a student the historical perspective necessary to understand this event. No mention is made of the history of French and British interests in the area. Likewise, little background is given to the 1973 oil boycott by the Arab members of the Organization of Petroleum Exporting Countries.

Reviewer #12

We the People: A History of the United States

D.C. Heath and Company

This textbook emphasizes the importance of the Middle East in the context of pre-twentieth century history. The Muslims as a people are introduced in the perspective of the Crusades, when the Europeans coming from medieval Europe were amazed at their riches and luxurious way of life.

Commerce is emphasized, and the Europeans are shown to have had an interest in products such as "jewels, perfumes, silks, rugs, and spices." But new ideas are also emphasized as a commodity which the Europeans found worthwhile for export to medieval Europe. The emphasis of these instructional materials is totally on the trade which evolved between the East and West during the time of the Crusades.

Although of importance to the general scope of world history, this aspect of the Muslim culture is one of only many significant topics which an American history textbook should address. No mention is made of the kinds of ideas exported to the West, of the many Muslim philosophers who transmitted ideas from the Greek and Roman philosophers and mathematicians, and who added their own contributions in the realms of science, mathematics, and philosophy.

Since these instructional materials concentrate totally on the medieval period, one would have thought that the ethnics, customs, and religious beliefs of the Muslims would have also been discussed. Unfortunately, they are not.

In order to have a comprehensive analysis of the Middle Eastern countries and cultures in this textbook, one would have to cover such modern topics as the contributions of the Ottoman Empire in the 16th through early 20th centuries, the colonial period in the Middle East, and the geopolitical importance of Middle Eastern countries in the twentieth century. Unfortunately, none of these are mentioned in this textbook.

Reviewer #12

The American Way

Holt, Rinehart and Winston

In this textbook the Middle East and Cuba are linked in the arrangement of the textbook chapter headings and also in the subject matter emphasis: as examples of the "Cold War." The reader is immediately given the impression that the Arab countries are divided into the good ones worthy of American support and the bad ones, those who deal with the Soviet Union for military and technological support.

The textbook uses the terms "revolutionary" and "non-revolutionary" to differentiate between these two groups. The Arab countries who, according to the textbook, "claimed" to be revolutionary are Egypt, Iraq, and Syria; those who were non-revolutionary (presumably from the evaluation of the authors) are Jordan, Saudi Arabia, Lebanon, and Iran.

Opposed to all of these revolutionary and non-revolutionary Arab states (Iran of course is not an Arab state), is Israel whom the United States supports as a "democratic nation." These instructional materials state the "The Arab states believed that Israel had no right to form a state in land that they claimed belonged to the Arab Palestinians." The textbook gives no historical data to the reader about who the Palestinians might be and for what reasons they might feel this way. No mention is made of the British mandate for Palestine, the United Nations Partition Plan, nor of the reasons for Palestinian nationalism.

The Eisenhower Doctrine, which was to support non-Communist nations in the Middle East is seemingly negated by the stated desire of the Arab states, particularly the revolutionary states, to destroy the "democratic state of Israel."

It would be important in a discussion of these modern issues to give some historical basis for the generalizations made about these Middle Eastern countries, including Israel. It is difficult to see how any student could understand the information in this textbook without some support from his or her teacher in the way of more factual, detailed data.

Reviewer #12

This is America's Story

Houghton-Mifflin Company

This textbook attempts to define the Muslims as a people and as members of a religious group. It also discusses European feelings of dislike for Muslims during the time of the Crusades, and mentions the importance of trade between the Muslims and the European states in the Middle Ages. In the contemporary sphere, it deals with the establishment of Israel, of the United States' support of Israel, and discusses the role of the Soviet Union in the Middle East.

In the description of the Muslim peoples during the Middle Ages, the term "Saracens" is used extensively. "Mohammedanism" is used as a word which is synonomous with Islam, and the parallel is drawn between the role of Christ in Christianity and Muhammed in "Mohammedanism" or Islam. This shows the lack of understanding on the part of the textbook authors of the true meaning of the term. The statement that "The Saracens in Arabia believed that the religion taught by Mohammed was the only true religion," is another serious mistake.

The Christians, who according to the text are not believers in the true religion of Mohammedianism, are "aroused" against the Saracens for two reasons: first because they disliked being conquered by anyone, and secondly because Palestine was holy to the Christians and the Saracens had conquered it. A discussion of the Crusades throughout the 11th century follows, depicting the Crusaders as enthusiastic knights following chivalrous ideals. No mention is made of the role of primogeniture in urging well-born sons of nobelmen to seek their fortunes in the Holy Land, since estates by law anc custom went to the eldest sons only; nor of the various other less idealistic factors which played a role in the phenomena of the Crusades.

Trade through the Arabian Gulf, Red Sea, and the Mediterranean is discussed, with the Italians being assigned the role of "middlemen."

In more contemporary areas, the intervening role of the

Middle Eastern countries in the affairs of the West being completely ignored, the cold war is the topic under which the Middle East is again mentioned. The Arab states are depicted as the aggressor nations fighting against Israel's "right to exist." No mention is made of the period which preceded the establishment of Israel and of the position of the Arab nations, if not the Palestinians. A short reference is made to the colonial period when Western nations influenced the Middle Eastern countries, which produced a feeling of distrust of the West in general. The Soviet Union is seen as taking advantage of this situation to befriend the Arab states to help them industrialize, and an example is given of the Soviet Union's support of the Aswan Dam project.

The Eisenhower Doctrine is briefly discussed, with emphasis placed on America's containment of Communism as the rationale for the Doctrine. Mention is made of its application in Lebanon when United States marines were landed on Lebanon's shore, but no factual data is given as to who asked for this help or what factors were involved in the situation.

The Arab-Israeli wars in 1967 and 1973 are portrayed as showing the bitter relations between the Arab countries and Israel, but no information is given as to what actually occurred to bring these forces into confrontation. In the same light, the oil embargo in 1973 is depicted as a blackmail attempt, but little discussion is given of the situation.

It would be helpful if some of the very generalized statements made in this text could be supported by factual information, showing the reasons for the Arab Countries' and Israel's dogmatic positions. Some understanding of the culture, customs, and history of these nations should have been presented to the reader.

Reviewer #12

Two Centuries of Progress: United States History

Laidlaw Brothers

In this textbook, one sentence is devoted to trade in "Asia, Africa, and the Middle East," and another to the first World War, when armies "would clash in Europe, in the Middle East, and Africa."

The major emphasis is placed on the contemporary period in the Middle East, and the role of the Soviet Union. Although seemingly not substantiated by the statements that follow, the instructional materials give 1956 as the date when the Soviets first made real "gains" in the Middle East. Egypt is seen as angry at the United States and Britain, but no reason is given for this anger, and the subsequent takeover of the Suez Canal. The canal is said to be "owned" by the British and French stockholders, although no mention is made of the lease of the canal which was due to expire in 1968. When French, British and Israeli troops invaded Egypt the textbook indicates that the United Nations worked out a truce. The topic ends with the comment "Communism made gains in many Arab states because the Soviet Union had backed Egypt."

When the textbook mentions the Arab-Israeli war in 1967, it indicates that the Soviet assistance did not help the Arab states very much. No mention is made of American assistance to Israel. The 1973 conflict is mentioned in passing, and the United Nations, the Soviet Union, and the United States are given the credit for stopping the fighting. This kind of information is too generalized to enable a student to comprehend the situation with any degree of understanding.

Although these instructional materials make an attempt to cover some very important periods in Middle East history, they do so in a sketchy and inadequate manner, with such a degree of "rightness" and "wrongness," in the light of cold war mentality, that the inevitable result is confusion on the part of the reader.

It would be important to rewrite these sections and give more than generalizations and one-sided opinions. Some mention of the religion, culture and customs of the Middle East countries would be of benefit in promoting student understanding of this important part of the world.

Reviewer #12

The Free and the Brave

Rand McNally and Company

This textbook covers a fairly broad range of topics relating to the Middle East. It deals with the role of the Muslims in the Crusades, the 19th century pirate raids on American trading vessels in the Mediterranean, the Arab-Israeli conflict, and the role of oil in the Middle East.

It discusses the Holy Wars, Crusades, fought by European Christians to free Jerusalem from the Muslims, but in defining exactly where these struggles took place geographically, refers to the area as "Southwest Asia," and places the time chronologically in the period "from the 1000's to the 1200's. The Europeans are not said to have brought anything new from the East, either in intellectual thought or fields of learning.

Algeria, Tripoli, Tunis, and Morocco are mentioned as the areas involved in the pirate raids along the Mediterranean coastal waters against American ships. The instructional materials consider these attacks serious because they hurt trade and because "the attacks were insults to our country. The American people were very upset every time they found out about them." The picture is painted of the Mediterranean states being in the wrong because of wanting ranson money and 'protection money' from the Americans to protect the shipping lanes, and the American President, Jefferson, is seen as a man of peace who only invaded the port of Tripoli because he realized that "only force would convince the Barbary pirates." The American lieutenant who carried out the raid is portrayed as a brave American hero. No mention is made of the situation from the perspective of the "Barbary Coast" states.

In regard to the Arab-Israeli conflict, containment of Communism is seen as the over-riding interest of the United States in seeking a peaceful settlement of the conflict. On the other hand, Sadat's motivation for his peace iniative is given as his desire to have a more prosperous Egypt. A fairly long description of the recent peace agreement between Egypt and Israel follows. The position of the other Arab countries in regard to the agreement is depicted as completely negative, and no mention is made of the reason for this negative feeling. The position of the Palestinians is noticably absent. In order not to have a one-sided perspective about these important events it would have been helpful to present the factors motivating the parties directly involved. This also applies to the description of the Arab-Israeli wars, and the statement that the "Arab neighbors had been trying to destroy" Israel. Some background information about why they took this stand would be important to a genuine understanding of the situation.

Also, statements which carry a distinct bias do not help to promote an educated understanding of these very important questions. The instructional materials give only the Israeli position that the land was "given to the Jews as theirs," without providing any data as to why this impression exists.

Again, in depicting Nasser's position in the Suez Canal crisis, it is stated that "In 1956 Egypt took control of the Suez Canal, which was owned by France and Britain." The canal had been leased and was under the sovereign jurisdiction of the Egyptian government, and was not therefore "owned" by the French or the British. The textbook concludes with the statement that "the United Nations ended the conflict before either of the major powers was drawn into it." The rights of Egypt are seen as less relevant than the fact that America and the Soviet Union were not entangled.

In discussing the oil embargo by the Arab members of the Organization of Petroleum Exporting Countries, the major emphasis is placed on the attempt these countries made to coerce the Western countries to stop their support of Israel, and not on the facts of why these countries should react in this manner.

While it is true that an American history textbook should see world events in the context of American interests, it is crucial for an understanding of these events to give sufficient factual data to the student, and not make statements which are based on generalizations, bias and misinformation.

The textbook gives most of its information on the Middle East in recent times, yet it is sadly lacking in realiable data. It should be rewritten with the help of a Middle East historian and political scientist.

Reviewer #12

American Adventures

Scholastic Book Services

This textbook devotes its coverage of the Middle East to the Arab-Israeli crisis and the oil embargo which resulted from, according to its information, the Arab States' attempt to punish the United States for supporting Israel. The United States is portrayed as a nation being threatened by the Arabs, of having its oil supply cut off at a time when "cold weather was settling in over much of the U.S."

It is difficult to see how any student reading this textbook could have any degree of understanding about why this situation occurred.

It is to be recommended that the editors of this textbook make an effort to give students a historical perspective within which to places these statements. Otherwise, there is no chance for educating them, merely food for furthering misunderstanding and resentment between peoples.

Reviewer #12

America! America!

Scott, Foresman and Company

The Middle East is described in this textbook solely on the basis of the Arab-Israeli conflict. Politically, it is seen as part of the over-all danger which the United States seeks to defuse. The energy crisis is also seen as part of this conflict situation.

Unfortunately, the textbook does not give accurate factual data on the topic of the creation of the state of Isreal. It indicates that the United Nations divided the Palestine "area" into two countries, Isreal and Jordan. The United Nations Partition Plan for Palestine, which was under British Mandate following World War I. divided it into two sectors, one Jewish and the other Palestinian. The textbook then states that "The Arabs did not want to leave Isreal and have the surrounding territories included in the new Jewish state." The war between Jews and Arabs which ensued after the British pull-out of its troops following the failure of the Parition Plan, left two factions which came into conflict. The Arab-Palestinian inhabitants of Palestine could not leave "Isreal" when it had not yet been recognized as a state.

Bias is seen in the description of the Soviet Union's role and that of the United States in supporting the two factions in the four wars which ensued after the establishment of Isreal. The instructional materials state that "the United States supported the Israelis and the Soviet Union usually encouraged the Arabs." No other information on these important conflicts, as to what started them, how they were supported by the various powers, and the factors which brought them to a temporary end, are indicated.

The role of Kissinger in the Nixon administration is discussed with regard to the peace-making attempts he made in the Middle East, and the importance of the Arab members of the Organization of Petroleum Exporting Countries is presented as due to the boycott of the United States which led to the "energy-crisis."

No discussion of the major reasons or the various historical factors which led to these very important contemporary events is given. It would be important to include these materials in future editions.

Reviewer #12

Let Freedom Ring: A History of the United States

Silver Burdett Company

This textbook provides a historical background of the Muslim people and cultures, beginning with a description of religious tenets, and describing the early conquests through North Africa, Spain, and Europe from the seventh century. It emphasizes the position of the Middle East as a world trade center, and discusses the contemporary energy crisis and the role played by the Arab countries.

The textbook gives an accurate definition of the religion of Islam, including phonetic spellings of unfamiliar words transliterated from Arabic. Islam is seen in the perspective of the other two major religions which grew out of the same geographical area, Judaism and Christianity, and an attempt is made to show the inter-relationship between all three religions.

The textbook discusses the role of trade with European countries in dispersing knowledge from the Muslim countries, and the products which Crusaders saw and brought back from the Middle East. Africa is emphasized within the context of trade and Middle East culture, including the export of slaves from Africa through Arabia in the 16th century. Kubla Khan's empire is graphically displayed by a map showing trade routes in the 13th century.

The reader is introduced to "Two Adventurous Travellers," Marco Polo and "the Granadian," Al-Hassan Ibn Muhammad Al-Wazzan, known most often as Leo Africanus, the author of The History and Description of Africa. The authors of this textbook attempt to acquaint students with the commonality of Western and Eastern exploration and historians who contributed to the body of knowledge about the world during the period leading up to the Renaissance in Europe.

The contemporary period is shown through the perspective of the energy crisis in the Middle East and the political instability of these states in effecting world peace. Although it does not cover these events in as detailed manner as it does the historical period, it does provide accurate information in a straight-forward manner, and not through the perspective of the cold war of within the framework of bitterness and hostility which often dominates such discussions.

This textbook attempts to do what every textbook should do, provide the necessary historical, cultural, and political data to enable a student to understand the interchange of ideas and thought to which all nations and peoples contribute.

Reviewer #12

Summary of Findings and Recommendations

The information on the Middle East contained in these ten American history textbooks is generally inadequate and misleading. With one exception, this reviewer would not recommend that any of these textbooks be used in teaching about the Middle East. This is due to the following reasons:

1) Only one of the textbooks reviewed contains a definition of Islam, the religion of the majority of the population of the Middle East;

2) With the exception of an ethnocentric perspective of the Crusades, no information is given on the history of the Middle Eastern countries themselves;

3) Trade routes sometimes bring in the Middle Eastern countries, but only within the perspective of the West:

4) Little or no information is given on the culture of Middle Eastern peoples, and the human commonality is ignored completely in nine of the ten textbooks;

5) The impact of the Ottoman Empire, its break-up among the Western Colonial powers following World War I, and its importance to contemporary political and economic events is ignored;

6) The Arab-Israeli conflict is only referred to in the context of wars, bitterness, and hatred, and no attempt is made to give a historical perspective to the situation;

7) No mention is made of the Palestinians as a people, culture, or as an entity, whch is a serious deficiency since they are at the center of the Arab-Israeli conflict;

8) Arab-Americans are completely ignored by all ten textbooks, and no mention is made of their contributions to American society;

9) The energy crisis is blamed directly on the Arabs, while the economic background to the situation is seen only

within the political perspective of the Arab-Israeli conflict.

Recommendations

It is obvious from this criticism that an extensive re-writing of the Middle East content is necessary. As this may not be feasible, some possibilities might be considered by teachers who must use these textbooks.

Teachers could approach the deficiency in their textbooks by taking a course on the Middle East through a local college or university;

The eleven Federally-funded Middle East Centers at major universities across the United States have resource centers with supplementary materials geared specifically to assist teachers - all provided free of charge;

Many bibliographies of Middle East materials are available, either in major libraries or through the Middle East Centers mentioned above, and teachers could take a "crash-course" on their own;

Teachers could attend summer workshops which are held by various universities which deal specifically with the topic of teaching about the Middle East.

Once a teacher has been "sensitized" to the deficiencies in his or her textbook, something can begin to be done to rectify the situation. Otherwise, the textbooks will continue to be the only source of information for teachers when teaching about the Middle East, resulting in reinforcement of inaccuracies, stereotyping, and ethnocentric information on this very crucial part of the world.

If textbooks are revised at some future date, it would be an excellent idea to consult established Middle East scholars, including professors of Middle East history, politics, culture, economics, and religion. Some attempt really should be made to present Arab-Americans in American history textbooks as well.

Unless there is more information and less bias about the people of the Middle East, Americans will unfortunately continue to "fear and distrust what they do not understand."

Reviewer #13

AMERICAN HISTORY FOR TODAY
Ginn and Company (1977)

FINDINGS

Unlike some American history texts that treat Asia only in a very limited manner, American History for Today discusses American contacts with quite a few Asian countries: China, Japan, Vietnam, the Phillippines, Korea, India, Cambodia and Laos. The book even begins with a description of Asians as America's first settlers (p.5). Unfortunately, the book's extensive coverage on Asia is not consistently matched by a high standard of quality.

Throughout the book, the reader is left too many times with a potentially misleading impression of Asian events. Very often this is simply caused by the general oversimplification of events and their causes. For instance, within the context of Western intrusion, China is merely introduced as "a big country with natural resources. But it had a bad government and was too weak to defend itself" (p.383). Such statements, not necessarily wrong in themselves, can nevertheless give a faulty impression that China always had bad government, that the Chinese were incapable of managing their own natural resources. Moreover, this book does not consider whether or not the weakness of the Chinese government constituted an adequate justification for foreign intrusion.

Sometimes the book gives a faulty impression when it chooses to emphasize certain factors over others without any apparent reason. The annexation of the Philippines is a good example. The discussion begins with those Americans in favor of such action, explaining that "They wanted democracy and better government to go across the Pacific Ocean..." (p.379). Missionary and merchant interests are briefly mentioned at the end of the paragraph. Next, the book considers the opposition who "argued that America had plenty of work to do at home to improve democracy" and a mention that they "were opposed to the idea of an American empire" completes this paragraph. It is clear that while factors such as missionary interest, trade ambition and empire building are noted, the book considers the spreading of democracy to be the main issue here without explaining why. Perhaps a more even handling of the factors involved would be useful in encouraging the student to consider this complex event more carefully.

The treatment of Japanese Americans during the Pacific War provides another example of how the book places its emphasis. Although the main issue here concerns the internment of Japanese Americans, "The Nisei Serve" is made the heading of this section. Furthermore, the book does not consider whether or not the internment was unconstutional; that among Americans of German, Italian and Japanese descents, only the last group was singled out for incarceration.

Vagueness is also another reason why the book is sometimes misleading. For example, the book explains that "after reported attacks by the North Vietnamese on the U.S. Navy in the Gulf of Tonkin, the United States began to bomb military targets in North Vietnam" (p. 514). Nowhere does the book attempt to consider the actuality of these "reported attacks" (p. 514). The book is often vague in another way; it tends to use quotation marks to convey skepticism: "Even though they were citizens, the Nisei were sent to camps as a 'safety measure'" (p. 452), and "They told each other that they were in China only to trade with the Chinese and 'help' them develop their country" (p. 383). It is doubtful how apparent the authors' intentions of disowning the ideas in quotation marks are to eighth graders.

Furthermore, the book contains a number of serious factual misrepresentations. One of these instances describes the Chinese entry into the Korean War "But a deadly surprise followed. The Chinese 'volunteer' troops were waiting for MacArthur's armies in the mountains of North Korea" (p. 474). First, Chinese troops joined the war after the United States began bombing along the Yalu River, they were not waiting in North Korean mountains. Second, even if the authors are not aware of the numerous threats the Chinese were issuing as the American armies closed upon their borders, they should have questioned the "surprise" element since the next section of the book states that "General MacArthur believed that the best way to win the war in Asia was to attack China. He wanted permission to bomb Manchurian bases and blockade the China coast" (p. 474).

Finally, the book uses a number of inappropriate terms. For Taiwan it uses "Formosa" (p. 467), and China and her people are referred to as "Communist China" and "Red Chinese" respectively.

RECOMMENDATIONS

1. Unless the book can be revised to correct the weaknesses discussed above, American History for Today is not appropriate for general classroom use.

Reviewer #13

AMERICA: ITS PEOPLE AND VALUES
Harcourt Brace Jovanovich, 1979

FINDINGS

Regarding its treatment of Asia, this book shows good promise in its early pages. In discussing Marco Polo's travels, the text shows Asia as a place Europeans might learn from, and goes on to say: "In China, Japan, and other parts of Asia, Marco Polo learned that people everywhere are alike in important ways, but they create cultures and civilizations that are different." (p. 14) Thus early on, the text makes the very important point that nations are cultures, and that cultures are people. In line with this, the text does, in many places, attempt to give Asian perspectives on some issues:

- In discussing the European (and American) carving up of China, the book notes: "Naturally, the Chinese disliked these unfair treaties." (p. 674)
- With regards to the U.S. takeover of the Philippines, the text says: "The Filipinos resisted this decision. It took three years and 70,000 American troops to force them to accept American rule. The desire of the Filipinos to govern themselves had been ignored." (p. 683)

To an extent, then, America: Its People and Values does present other nations as "equally logical but different" societies with their own priorities, their own motivations. Yet in spite of its title, the book does not always depict U.S. goals and policies clearly, consistently or accurately. The U.S. is often shown as simply reacting to events that they actually were already deeply involved in:

- Though (I was happy to note) the early clipper trade with China is described in some detail (pp. 348-349), the obvious connection between it and the U.S. desire to maintain an "Open Door" to China is not pointed out.

- Though the U.S. embargo of "war materials to Japan in 1941 is noted (p. 717), it is not shown as the provocation it in fact was. Those "war materials" (gasoline, steel, etc.) were things basic to any industrial society. (The authors seem to have forgotten how militantly many Americans reacted to the Arab oil boycott.) Furthermore, and reprehensibly, the text uses the loaded term "sneak attack" with regards to Pearl Harbor. (p. 717)

- The text espouses our Cold War "containment policy" uncritically; thus our involvement in the Korean and Vietnam wars is only superficially examined.

The student is not likely to go away from this book with the idea that there is, in fact, some continuity in U.S. relations with Asia, since the U.S. is too often depicted as simply jumping into the breach after events have begun to unfold.

As for scholarship and factual information, there are some high spots which reflect current research:

- the text notes that "many members of Chiang (Kai-shek)'s Nationalist Party were dishonest" (p. 748);

- it is admitted that "the government of South Vietnam lost the support of many of its own people because of its harsh politics" p. 768 - yet, oddly enough, the text refers, on the previous page, to "the free nation of South Vietnam"):

and low spots, which overlook recent scholarship:

- Perry's forceful approach to Japan - he was, after all, on a warship - is characterized as a "request" (p. 675);

- friendship is overemphasized as our motive for the "Open Door" policy toward China (p. 674):

- and (a minor point) - the map on page 723 shows Tokyo on the wrong side of the bay.

Several other points irritated this reviewer. One was the use of the term "Communist China." Unless the text is willing to designate all countries by their economic systems, it should stick with "China" or "the People's Republic of China." And why are current trade issues virtually ignored? Also, I think a more careful examination of the A-bombing of Japan would be in order. And finally, why isn't the issue of racism discussed with regards to exclusionist immigration politics?

Yet there are a number of good points to be remarked on:

- There is a good discussion of "imperialism," and the term "economic imperialism" is introduced (p. 673)

- The inset on "Propaganda" (p. 720), using the relocation of Japanese-Americans, is excellent. In fact, though there is a slight tendency towards stereotyping, the depiction of Asian-Americans is positive throughout the text.

On balance this text does a pretty good job of showing the United States as one participant in a world made up of many societies and many people, whose goals and aspirations do not always match.

RECOMMENDATIONS

1. There should be 2 or more thorough examinations of some of the controversial aspects of U S. relations with Asia (e.g. the A-bomb, etc.)
2. The authors should re-think their dualistic, "us vs. them" analysis of the Cold War period.

Reviewer #13

WE THE PEOPLE
D. C. Heath and Company (1977)

FINDINGS

Overall I find this book insulting. This judgment may seem harsh and unkind, but I want to be frank. We have known for sometime that there is differential treatment of social studies materials for different groups, e.g. urban non-white versus suburban white. The pioneering study in this area was done by Edgar Litt ("Civic Education, Community Norms, and Political Indoctrination," American Sociological Review, vol. 28 (1963), pp. 69-75). Basically, what Litt found was that blacks and other disadvantaged groups by extension get a different version of civics and civic participation than do their counterparts in the suburbs.

What does this have to do with a review of Asia/Asian dimension of this textbook? Well, this is a textbook for low readers. The vocabulary is kept simple, and many words are underlined. There is nothing wrong with this, and it is not what I find objectionable. What I find objectionable is the fact that complex historical events are reduced to absurdity. Simple vocabulary is one thing; simplistic explanations and flag-waving are another. I doubt that this criticism applies to the Asian dimension of the textbook alone, but my task is limited to Asia.

I'm not sure why Marco Polo receives such extensive treatment in an American history textbook, nearly four pages by my count (see pp. 34-38). This is unprecedented in my experience with American history textbooks. I don't think the reason has much to do with American history. I think it has more to do with the notion that interesting stories will be attractive to the low readers. There is nothing wrong with this, though one might have hoped for similar length of treatment on topics more directly related to the American experience.

In any case, these interesting stories open every section of the text. We have one about the Korean War (pp. 478-479) and one about the dropping of the A-Bomb on Hiroshima (pp. 372-473). The interesting thing about the Korean War story for me is the fact that I could supply a Chinese story which tells the same story with reversed roles, e.g. the Chinese hero against the American hordes. The story is pure comic book in both cases, and does not develop any understanding of the underlying causes of the war. It's just good guys versus bad guys, or a closer parallel, cowboys versus Indians.

I was intrigued that the authors chose to highlight the dropping of the A-bomb. Here was a major historical issue worth tackling. However, it falls short of the mark. It does not indicate any controversy around the decision to drop the bomb. And secondly, as is true throughout the text, it gives no indication what an Asian, in this case, Japanese, perspective might be on the matter. Though people exist in this text, they are not Asians (even Marco Polo was European) with a perspective on events different from our own.

One section of the text (aside from Marco Polo) deals extensively with Asia. Most sections, including the treatment of Vietnam, are handled in two or three sentences. No problems of analysis here. However, pp. 480-82 raise a series of very important questions: How did the Cold War Spread to Asia? Why did China become Communist? Why did Japan not become Communist? How was Communism kept out of South Korea? Where did Communism remain a danger in Asia? These questions are handled in approximately two pages of text. After a promising start on the conditions in Asia that underlay the spread of Communism (p. 480), the text drifts into absurdities and non-sequiturs. "When World War II ended in 1945," we are told, "China was too weak to protect itself." From what, one may ask. "Communist China was called Red China," we are told. By whom, one may ask.

Basically this is a Cold War tract. There is no notion of the U.S. role in Asia as an imperialist power. We're just in there to help, whether it be in the Philippines, Vietnam, or Korea. It's a hard textbook to accept in a post-Vietnam era.

RECOMMENDATION

1. I recommend that this textbook not be used.

Reviewer #13

THE AMERICAN WAY
Holt, Rinehart and Winston (1979)

FINDINGS

In terms of its treatment of Asia and Asians, this textbook is not without its redeeming qualities. For example, its treatment of Filipino resistance to American colonization (P. 532) is quite refreshing. However, in some cases, the Asia dimension of this textbook receives poor marks. Most offensive is its handling of Americans' inability to distinguish the various parties in the Vietnamese civil war: "The North Vietnamese troops were hard to spot. To the Americans they looked and acted like the allies in South Vietnam." (p. 687) The notion that this might be true in any civil war, including our own, has escaped the author's attention. One is left with blatant racism of the "we can't tell 'em apart" variety.

The problem is an underlying lack of analysis on the author's part, which results in an absence of any frame of reference from which complex events can be understood. In fairness, the textbook hints at two major themes in these relationships, imperialism and racism, but never confronts them.

Despite its own, perhaps unconscious racism, as cited above, the book actually performs better on this concept than the other. Some attempt is made to deal with all of the following topics: the Chinese Exclusion Act of 1882 (p. 490), the "Gentleman's Agreement" with Japan of 1907 (pp. 563-564), and the Japanese "relocation" camps of WWII (P. 642). But even in these cases, the treatment is uneven. The racial significance of the Chinese Exclusion Act is ignored, with economic reasons being highlighted. The handling of the Japanese exclusion is much better. Under a section headed, "Race and Foreign Policy" (P. 563), one gets a strong notion of the Japanese reaction to such treatment; this dimension should be applauded.

Similarly, the dropping of the A-Bombs on Hiroshima and Nagasaki (p. 643) is treated as an incident without controversy. Under the heading of "Finishing the War Against Japan," we are given only a single view of the decision to drop the bombs, without a hint that there were other views about the decision. At least such issues are treated, other issues, such as the underlying causes of the Pacific War and the specific events leading up to Pearl Harbor, are nearly nonexistent.

But the more basis omission is of any concept linking America's involvements in Asia, particularly after 1898. The book mentions colonialism once (p. 663), ironically in the context of Communist attempts to stem it. But neither colonialism nor imperialism are confronted in this textbook, nor do they appear in the index or the glossary. (Not that we should have much confidence in a glossary which defines communism as "a system of government in which everything is owned by the government," (p. 709). One section, entitled "America Expands Overseas: Bigness in Foreign Policy" approaches the notion of imperialism, but stops far short. The inadequacy of the treatment is then demonstrated in the case of the "Open Door" Policy (p. 533). We are told that the significance of the Boxer Rebellion was that "trade with the West was kept open." It is from the cloth of such interpretations of history that major U.S. errors in foreign policy towards Asia are made.

There are other lesser errors in the book that should be mentioned in passing. Marco Polo's book (p. 37) was not received in Europe with all the acceptance that is indicated here. There is no notion of Japan's reaction to Perry (p. 411). The use of the Portuguese word "Formosa" for Taiwan (e.g., p. 654) is offensive. The idea that "in 1959 China took control of Tibet" ignores the fact that China had in fact been in control of Tibet and was suppressing a revolt encouraged by the religious leaders there. (p. 663). The sentence that the "Vietnamese in the south agreed with the Americans" (p. 664) is misleading. More correctly, the Vietnamese in power agreed with the Americans. The handling of the Tonkin Gulf Incident (p. 687) is historically inaccurate. There is now reasonable evidence that the event did not occur as described by the U.S. government.

RECOMMENDATIONS

1. The treatment of the Vietnam War and the Vietnamese should be revised to reflect the civil war nature of the event. Racist passages should be deleted.

2. Racism in U.S. dealings with Asia should be dealt with more consistently, as it was in the case of the "Gentleman's Agreement" with Japan.

3. The imperialist/colonialist nature of U.S. foreign policy in Asia should not be ignored. Events like the Boxer Uprising and the Open Door Policy do not make sense in their current treatment in this textbook.

4. Greater attention to the perspectives of Asians should be included. A good example is the well-handled treatment of Filipino reaction to U.S. colonization. Similar treatment should be accorded to other events.

5. The controversial nature of certain U.S. decision, e.g., the relocation camps and the A-bomb, should be mentioned.

Reviewer #13

THIS IS AMERICA'S STORY
Houghton-Mifflin (1978)

FINDINGS

This Is America's Story contains substantial but bad coverage of America's contact with Asian countries. It opens with sections about Marco Polo in China and the Europeans stumbling upon the Americas while looking for China and India. Thereafter, the text tends to only emphasize periods of conflict between America and Asian nations while seldom discussing other periods or methods of relations. Furthermore, the text often superficially analyzes those conflicts which it does present while also glossing over the issues that Americans faced during these crises.

To their credit, the authors have provided numerous maps and a few charts and photographs that help students locate some of the Asian countries and put them into a geographic global perspective. The text also gives a fair picture of the history of the acquisition of Hawaii and the Philippines, but after that the quality of information presented becomes poor.

This Is America's Story fails to give the larger picture of America's involvement with Asian nations, instead it uses a "crisis" approach to analyzing that history. The reader encounters the Philippines, China, Japan, Korea, and Vietnam only when these countries are fighting battles, most of which are with the U.S. America has never fought a war with India, so she is only described as a goal of the explorers during the "Age of Discovery." The authors make only one effort to discuss the peacetime connections that America has had with Asian nations, i.e. the clipper ship trade with China (p. 264, 286). A reader of this text will find nothing about the post-World War II ties with Japan, India, or Pakistan. This "crisis-conscious" approach to analyzing history easily leads to the conclusion that Asian nations (as well as other foreign ones) are political monoliths void of separate and distinct human beings.

This problem is exacerbated in the text because of the shortage of passages presenting an Asian view of an issue.

Furthermore, This Is America's Story has a glaring lack of information on the Asian-Americans. That void is wholly inadequate to provide students with the stories of a vibrant, growing segment of the world and the U.S. population, respectively.

Another major error exists in the fact that the authors fail to look at U.S. Foreign policy toward Asian in a continuum. America became a world power about the time it acquired control of Hawaii and the Philippines. Hawaiians and Filipinos alike were not happy to lose their sovereignty. But, the basic question of

American dominance of these two countries is submerged beneath the notion that "Manifest Destiny" gave America the right to rule them and to dispense culture and modern services. Related questions of economic history are ignored.

A similar issue occured again when the United States became involved in the fighting in Vietnam but the authors do not bring up this connection. In addition they neglect the early history of that conflict. Fighting in that country and American contribution to it began before 1954, yet, the authors fail to mention that story and that U.S. forces eventually picked up the battle where the French had left off. The basic question of America's right to intervene in Vietnam is not introduced in this text.

Worse treatment is given to the China question, which has been fundamental to American foreign policy in Asia since the 1940's. The authors believe that the defeat of Chiang K'ai-shek's forces in the Chinese civil war was caused by America's inability to aid them. No reason is given for this, and no information is given on the problems and corruption of Chiang's government that helped cause it to lose control of the Chinese mainland. The text, thus, ignores a large section of American scholarship on this question.

This Is America's Story instead limits its sections on America's post-World War II relations with China, Korea, and Vietnam to discussion of America's Cold War policy of containing the spread of Communism. (The one exception is President Nixon's trip to China.) Certainly that was our policy, but Americans in all walks of life have questioned the validity of it and this text fails to bring up such questions. In fact, the authors really play down the internal American reaction against the Vietnam War when they state that Americans were opposed to it because the fighting had dragged on for so long. The whole issue of American imperialism and intervention into another country's civil war was omitted even though that was a major focus of domestic American protests.

RECOMMENDATIONS

1. I do not recommend the use of this text. It consistently oversimplifies issues and overlooks large sections of information pertinent to a balanced analysis of events.

Reviewer #13

TWO CENTURIES OF PROGRESS
Laidlaw (1977)

FINDINGS

With respect to its treatment of Asia, there are a number of problems with this text, and most of them stem from its operating framework: the U.S. is depicted as essentially reacting to a series of global events throughout history. What results is that the reader does not get a sense of the degree to which the U.S. precipitated many world events, particularly in Asia, nor do Asian nations emerge as groups of people living out their own lives as their own social nexus dictates.

The problems inherent in this framework manifest themselves in the text in a number of ways, some of which are as follows:

- The text would have us believe that the Philippines all but fell into our lap (p. 387). No hint is given that Filipinos, in fact, put up a strong resistance to our takeover.

- Who wouldn't go to war if their fleets were suddenly attacked? The student who reads this text is likely to go away thinking, as have (and do) a tragic number of Americans, that the Japanese are basically an irrational people. Though the book does mention the U.S. embargo of "war materials" to Japan in 1941, it neglects to point out that those "war materials" (steel, gasoline, and so on) are the very building blocks of any industrial society. How quickly we have forgotten our own reactions to the Arab oil boycott...

Also inherent in this "America reacts to the world" framework is a tendencey to gloss over controversial issues. Besides the ones mentioned above, others which the text does not explore very thoroughly or critically are the use of the A-bomb on Japan, and U.S. involvement in Korea and Vietnam. After all, the text implies, the U.S. is only reacting to conditions around them. What could be the problem?

Along these lines, the text is also hindered by its lack of geographic and economic perspectives. Such perspectives would certainly aid students' understanding of such issues as Japan's expansionism in the thirties, U.S. involvement in the Korean and Vietnam wars (and for that matter, Chinese involvement in same), Asian immigration to the United States, and current U.S.-Japan trade relations.

In additon to these larger theoretical matters, there are some factual errors and problems with terminology in the text. For example, Mao was not "President" of China (pp. 622 & 688). He was Chairman of the Communist Party. And on p. 582, the word "nisei" is misused to mean "Japanese-American". The terms overlap, but they are not equivalent. Furthermore, the frequent use of the term "Communist China" is objectionable (pp. 623, 626, 627, 628). (Shall we also say "Capitalist United States", "Facist Guatemala", or "Quasi-socialist England"?) There is no reason not to stick with the official appellation "People's Republic of China". Additionally, during the Occupation after World War II, the U.S. did not "help Japan turn into a democratic state" (p. 577). Japan had developed a strong parliamentary, democratic tradition in the early part of the 20th Century, so there was a solid base to build one. All in all, the text does not seem to reflect contemporary scholarship on Asia.

It would be unfair not to mention some of the strong points in Two Centuries of Progress:

- There is a substantial and even-handed discussion of imperialism, and is related to our "Open Door" policy toward China. Further, it is noted that not all Americans support U.S. expansionism. (pp. 384-388)

- The issue of racism toward Asian-Americans is addressed, though unfortunately it is not integrated into the sections of the text where it might fit logically; rather, it is somewhat isolate. (pp. 689-690)

- The relationship between war and inflation is analyzed (yes, economics can be discussed with eighth-graders), but only from a U.S., rather than global, standpoint.

- A fair history of the origins of the Vietnam War is given (p. 623)

- The book presents Japan and China as major world powers today. (p.626)

RECOMMENDATIONS

1. An effort should be made to portray Asian nations as societies made up of human beings. This would make their actions much more comprehensible to the reader.

2. The Cold War containment policy should not be accepted and passed on so uncritically. It does not help the student's understanding of Asia to view nations there in dualistic, friend-or-enemy, terms.

3. Continuity in U.S. policy toward Asia should be made clear.

4. America's relations with Japan through the sixties and seventies should be discussed.

THE FREE AND THE BRAVE
Rand McNally (1980)

FINDINGS

Rand McNally's, The Free and the Brave include Asian countries only as they come into contact, and particularly conflict, with the United States. Thus China, Japan, the Philippines, Korea, and Vietnam receive major attention. India and other Asian countries are not mentioned. Little attempt is made to give context for why another country might react to U.S. policy. Also, humans play a minor role in this text.

In this textbook, Asia comes into play during the three major eras: 1) the Age of Discovery (pp. 46-50)--the Chinese serve almost as a mecca for western traders and thus receive a lot of print as the "Columbus's of the West" are constantly seeking the riches of the East--i.e., China; 2) the Age of Imperialism (pp. 540-554)--four hundred years and five hundred pages later, "the pull of the Pacific" creates an interest for the American government and its people. Markets, raw materials, missionary zeal and "although the trade with China had never been large, people were always thinking about how it might grow in the future" create the desire to investigate the Pacific; and 3) containment of aggression (pp. 646-681)--Beginning with the Japanese and following with the Communists who "were not making much headway in Europe, but in Asia they were moving ahead rapidly" made the Americans turn again to the Pacific.

All the events that are included in the above historical periods are presented from an American perspective. Occasionally we learn that some Americans disagreed on foreign policy (annexation of Hawaii, the Philippines, pp. 552-553, the Korean and Vietnam conflicts) but a non-American, in this case Asian, perspective is almost never expressed. Some exceptions are brief paragraphs that describe Emilio Aguinaldo as a strong Filipino leader (p. 551) and Queen Liliuokalani as a "brave queen" (p. 545) suggest that some of the local inhabitants objected to American imperialistic policies.

In spite of the American perspective, most major events are presented in enough detail so that the reader has a sense of historical context. The Open Door Policy is discussed in terms of America's explicit interest to take advantage economically and religiously of those "hundreds of millions of Chinese." In addition, the U.S. role in mediating between Russia and Japan was done to keep China independent. The Boxer Uprising is not mentioned, perhaps because it did not serve America's interest.

In the era of containment of aggression, the Vietnam conflict receives a thorough treatment. Most major events are included in detail, including the American support of the French and the strong anti-war movements here in the U.S. Within this context, however, the North Vietnamese were almost always referred to as Communists and not as North Vietnamese. Interspersed are details of the presidential elections, Kennedy's assassination, and other domestic events. This is one of the strong points of the text; the political, social and diplomatic histories are all intertwined, the way history really occurs. Events have much more of an impact when they are placed in this context.

World War II (the War in the Pacific) and the Korean conflict are two key events which are not adequately covered. There is little background given--particularly in terms of the economic trade issues that plagued U.S./Japan relations during the 30's. The text does, however, point out the number of diplomatic meetings held between the two countries in 1941. After the Pearl Harbor attack, the text discusses sympathetically the Japanese-American detention camps' issue. A picture of a Japanese-American child "tagged like a suitcase" (p. 655) is included above a picture of the Pearl Harbor attack. The atomic bomb decision is treated in a sketchy manner but the text does mention the new radiation sickness and the damage it can do. However, after the Japnese surrender, Japan is never mentioned again in this text.

The Cold War politics are usually discussed within the context of the Russians vs. the Americans. China is included from the American perspective only in how China might work with or be neutral towards the Soviet Union. The Civil War in China receives only two paragraphs (p. 667) but at least the two leaders are included by name. We don't know why there is a conflict but learn that the Nationalists were driven from the country in 1949 . . . where to, we don't know!

The Korean conflict is not adequately described. Korea is divided; we don't know why but the North Koreans (communists as they are more often called) invade the South; the U.S. and the United Nations forces join the South Koreans. As far as this text is concerned the Communists (presumably North Koreans) fought alone until the Chinese entered after MacArthur refused to heed their warning. At no time is the reader introduced to a Korean (North or South). Only Truman and MacArthur have the stage, but there is one sympathetic picture (p. 668) of a Korean orphan, which may perpetuate the "poor Korean" image! And again the reader learns about events which affect both American and other peoples but the others' perspectives are not at all included.

RECOMMENDATIONS

1. Asian perspectives should be added to the material so as to give balance to events and to humanize history.

2. More information should be supplied on peacetime ties between the U.S. and Asian nations.

3. More sources of supplementary materials should be provided.

Reviewer #13

AMERICAN ADVENTURES
Scholastic Book Services (1979)

FINDINGS

This book's presentation of the United States' relationships and interactions with Asian countries is outstanding. To its great credit, the student will be spared from many simplistic assumptions and dogmatic overtones which unfortunately characterize the discussion on Asia in many American history texts. Unlike some American history texts which give the impression that events in Asian countries are only important insofar as they affect American interests; American Adventures consistently attempts, with success I think, to treat happenings in Asian countries in their own terms. This approach shows correctly that in Asia, America is a participant in Asian events and not the other way around.

Most importantly, the book's approach allows the student to consider not only the American perspective of conflict in Asia, but also the perspectives of Asian countries. For instance, concerning the failure to hold as planned an election in 1956 to unify Vietnam, and the subsequent outbreak of war and escalation of American involvement in South Vietnam, the student is offered a number of perspectives:

> . . . Now Diem refused to hold the election. He said the Communists could not be trusted to run a fair election. Ho Chi Minh said Diem had canceled the election because he knew that Ho would win . . . (President Eisenhower) did not want South Vietnam to become Communist. If this happened Eisenhower said, then other nations of Asia would become Communist. Eisenhower ordered U.S. aid and advisors sent to South Vietnam (P. 569).

Nevertheless, there are certain times when the book fails to account for other interpretations of an event. This is the case with the American-Filipino conflict after the Spanish-American War. Instead of describing this conflict simply as a "revolt" (p. 379), it can be noted that the Filipinos believed that they would be given independence after Spain's defeat, therefore they did not refer to the subsequent conflict with the United States as the "Philippine Insurrection," but as the "Philippine-American War."

In addition, while most of the factual representations in the book are quite accurate, occasionally there would be inconsistencies in the terms that are used. In discussing the Korean War, the term "Communist China" (p. 563, 566) is used, however a hundred pages later the country is simply called "China" (p. 673). It would be easier if the official "People's Republic of China" is used throughout.

Furthermore, although the book's handling of Asian immigrants is usually good, there are instances where a certain degree of stereotyping may be unconsciously reinforced. This happens usually when facts or comments, correct in themselves, are presented in isolation and without the benefit of further elaboration. For example, in describing Japanese American reaction to internment, the book states that "Yet, in almost every instance, the Japanese accepted the move peacefully. Some simply said, 'It cannot be helped'" (p. 540). First, these were not "Japanese," many of them were American citizens of Japanese descent. Second, without an explanation, it may give the impression that these people were somehow too weak to stand up for their rights, especially since those who did protest are not mentioned here.

Finally, the Asian content of this book would be even stronger had there been more on Japan: especially about the economic situation in both the United States and Japan during the decade before the Pacific War and how it precipitated the conflict, and about the American occupation of post-war Japan. Similarly, the United States' role in China before and during the Chinese Civil War should be covered. Also, the book could do better than mentioning India only twice in passing.

RECOMMENDATIONS

1. This book is recommended for general classroom use.
2. Peace-time relations between the U.S. and Asian countries should be considered more fully.
3. Diverse perspectives should be provided consistently.
4. The term "Communist China" should be changed to "The Peoples' Republic of China.

Reviewer #13

AMERICA! AMERICA!
Scott, Foresman and Co. (1980)

FINDINGS

America! America! is an exciting text because it presents good coverage of the issues behind U.S. relations with Asian nations, but it also is a frustrating book because of the paucity of topics that it covers in this field. The authors, while leading readers through the standard chronological study of U.S. History, encourage a balanced analysis of issues that have confronted Americans throughout our existence.

The authors almost totally overlook the early period of U.S.-Asian interaction, but they are right on the mark when they discuss America's annexation of Hawaii and the takeover of the Philippines. Two sections (pp. 278, 557) analyze the actors and issues in these events quite well. The text points out that the U.S. was not acting in the interest of the local native people and that they resisted as well as they could. Indeed, the authors go further and add the following question in a marginal annotation for teachers (p. 57). "Was the annexation of Hawaii done primarily to benefit private business? Why or why not?" Discussion of this question will surely bring about a greater understanding of all aspects of America's expansion beyond its borders.

That look at American movement into Hawaii and the Philippines is part of a larger chapter entitled "The Age of Imperialism." Labeling U.S. expansionism and land grabbing as "imperialism" is certainly an honest and challenging approach to teaching. The United States truly was an imperialistic nation for economic and nationalistic causes. The authors of America! America! do not shirk from introducing material and questions about the issue.

They pursue this question further in two later sections that delineate America's Cold War policy in Asia. They correctly point out that this policy was partially formed as a reaction to the Communist victory in China. Students can read a fairly balanced description of this transfer of power, and teachers get even more information. In a marginal annotation (p. 642) the authors encourage teachers to inform students that Washington continued to support Chiang Kai-shek's government because it was the legally elected government and had been our ally during World War II. Further investigation will find the authors very accurately stating "...the Nationalist government sheltered a number of corrupt politicians and the life of the people was not much better than it had been under the war lords." (P. G53 of the Teacher's Guide). These statements go a long way toward reflecting modern American scholarship on this crucial historical period.

America! America! displays similar high quality in its selection on the Vietnam War and the domestic American anti-war protests.

These passages reveal that we went into Vietnam intent on containing Communism but that over a period of time we realized that we might not understand the complexity of the problem. The authors indicate that many South Vietnamese respected Ho Chi Minh because he drove the colonial French rulers out of their country. They did not welcome the South Vietnamese government because it was merely a puppet government of the new colonial power, the United States. This issue is one that the entire U.S.A. had to face, and America! America! points out that it was frequently brought to light by strong anti-war protests which questioned America's right to be fighting in Vietnam.

The authors incorporated into the text a considerable amount of material on Asian-Americans. They sometimes use first-hand accounts of the difficulties that Chinese-Americans and Japanese-Americans have endured. And they address many of the problems that these people and the Southeast Asians face even now.

America! America! for all its quality in other areas is lacking in content on peaceful relations with Asian contries since 1945. Students need to know that ties with Japan, India, the Philippines, and other countries do exist, but this text fails to meet that need. In a global age American relations with Asian nations has had and will continue to have a stong effect on our daily lives, so more information on the subject should be provided in American History texts.

The authors make two factual errors. First, the Japanese during their invasion of China in 1937 did not make American missionaries the victims of large scale bombings and slayings as indicated in the text. On the contrary, American missionary compounds served as havens of refuge for the fleeing Chinese people. Second, America! America!, as do most American History texts, never mentions that Chinese troops entered the Korean War after American planes bombed along the Chinese border on the Yalu River. The Chinese had warned that they would retaliate if their border was threatened. They were deliberately provoked and thereafter sent troops into Korea to join the fighting.

RECOMMENDATIONS

1. The authors should add more material, especially on modern peaceful ties with Asian nations including South Asian countries.

2. The authors should correct the factual inaccuracies cited above and the use of loaded terminology e.g. "Communist" China.

Reviewer #13

LET FREEDOM RING
Silver Burdett Company (1980)

FINDINGS

Silver Burdett's Let Freedom Ring presents an uneven and sparse treatment of Asia. Asian countries included are: China, Japan, Korea, the Philippines, and Vietnam. In terms of individual Asians who are described or mentioned, only Ho Chi Minh, Teng Hsiao-ping and Emilio Aguinaldo appear in over 600 pages of text. A few are discussed in the Teacher's notes. Asian countries or events are discussed at the usual junctures with U.S. history, but no underlying issues are included. Thus, the emphasis is to chronicle the key events that have direct impact on the United States. Only occasionally is there evidence of an Asian perspective (the Philippine Question, Hawaiian Annexation--most Hawaiians opposed it--, the Japanese-American relocation camps, and the results of the dropping of the atomic bomb on Nagasaki). A first hand account is described on page 489.

The usual contexts for Asian reference are: The Age of Discovery (the West is indeed interested in the riches of the East); immigration (Chinese and other Asians come to the United States for better working conditions and more recently to seek haven from communist governments); the U.S. expansionist era (the U.S. was interested in naval stations, raw materials and more markets); World War II (the U.S. was brought into the War in the Pacific by the Japanese); and finally the Cold War (the U.S. needed to stop communist--China, North Korea and North Vietnam--aggression in Asia). In most of these situations (Age of Discovery excepted), there is little if any background information or motivation given for the events. It is as if they occur in a vacuum or that suddenly the U.S. acts in response to some conflict with which they have had no previous connection.

To its credit, the text includes a great deal of BACKGROUND INFORMATION for the teacher. The margins are full of supplementary sources and suggestions for futher activities. One excellent example is on page 523 in which stereotypes are discussed. The students are asked to describe a person from another country and then to analyze their descriptions and begin looking at people as individuals. An ironic note is that this is a SLOW LEARNER TECHNIQUE; is this an implication that average students don't have stereotypes? In fact most of the cultural material is "covered within this category (pp. 527-533). Other BACKGROUND INFORMATION includes: a thumbnail sketch of Japan from the 16th to the 20th century in which Perry ". . . signed a peace treaty and trade agreement with the Japanese government . . ." (p. 59). However, the Japanese perspective of this historical event is not included. An extended description of Emilio Aguinaldo's life (p. 462-465) is given. The source for the Executive Order for the Japanese-Americans to be sent to "internment camps" is given (p. 572).

The pattern of moving from conflict to conflict is key to this text. The Cold War issue is an example of this. Korea, Vietnam and the "new" China policy are all treated in consecutive pages (pp. 502-509). The Cold War describes the American difficulties with halting aggression and "unprovoked attacks on one country by another" (p. 502) - a lesson learned from World War II! We learn that Korea has been divided and American and Soviet troops are stationed in the South and North respectively. Why these troops are not here is not explained. Reasons for the North Korean agression into South Korea are not presented; however, the question is asked in the Teacher's Notes. No Korean perspective, no individual Korean is ever mentioned. Again in the Teacher's Notes a more detailed explanation is given.

The American involvement in Indochina from 1954 is more adequately covered. Ho Chi-minh's popularity is evident and the text includes that Eisenhower "preferred to back a friendly government in the South". The gradual buildup of American involvement and subsequent anti-war movement are discussed. The text does not include that after Nixon is elected the war widens even though he was elected "to end the war".

Finally, the new foreign policy direction for the United States is described in the context of Nixon and Kissinger acting as "...pathfinders in a new China policy" (p. 509). The implication is that as a result of the less than successful (from an American perspective) outcomes of the conflicts in Asia, it was time to change. Also, no discussion of potential markets or new raw materials from China as reasons for the new policy were included. The People's Republic of China negotiations are discussed within the context of the Cold War and our involvement with the Soviet Union - not for the value of working with the PRC itself.

RECOMMENDATIONS

1. The text should be revised to consider underlying issues in Asian events such that they would not appear in a vacuum at junctures with American history.
2. First hand accounts such as the one on p. 489 should be included more often to reflect Asian perspectives.
3. The conflict-to-conflict approach of describing American interaction with Asian countries is crude and inaccurate; more balanced treatment to reflect U.S. peace-time relations with these countries is needed.
4. More individual Asians should be introduced.

SUMMARY OF

FINDINGS AND RECOMMENDATIONS

Reviewer #13 (ASIA)

Reviewing U.S. history textbooks for their treatment of Asia is no idle pastime. Our continuing economic ties and the fact that in the last 40 years the U.S. has been involved in three wars in Asia provides ample evidence of how large Asia looms in U.S. history. Perhaps the one central point with which we would like to preface our findings is that unless the U.S. is understood as a Pacific power, our history is grossly distorted. While we found a considerable range in the quality of the textbooks reviewed, most fall far short of making this point.

GENERAL FINDINGS

1. In most events describing U.S.-Asian relations, there is no sense that Asians might have a different perspective (or perspectives) on the same event. Whether it be Perry's "opening" of Japan; the causes of World War II in the Pacific; the Open Door Policy; or Vietnam, the lack of an Asian or other perspective reduces history to nonsense. There were some notable exceptions to this. Particularly, in the cases of the Filipino-American War and the Japanese "relocation" camps, often a Filipino or Japanese perspective was included.

2. The human dimension of Asia is, for the most part, missing. Books hardly cite Asian names, for example.

3. The role of racism in the treatment of Asians is generally downplayed, e.g. the Chinese Exclusion Act of 1882. An exception to this lies in the treatment of the Japanese "relocation" camps in World War II; here in some cases the treatment was outstanding.

4. In treating Asia as an adjunct of U.S. foreign policy, there is undue emphasis on problems, conflicts and wars. Countries with which we have not fought wars--e.g. India, Indonesia -- virtually do not exist in these texts. Peaceable and peacetime relations get scant attention.

5. There tends to be a superficial analysis of complex events and an underplaying of controversial decisions. Students are not provided with an adequate frame of reference to understand the recurring patterns of relations between the U.S. and Asia. The U.S. appears in large part as a passive victim of seemingly disparate events and conflicts. The causes of World War II in the Pacific, for example, are left pretty much to the students' imagination. Particularly disturbing in this regard were the textbooks for "low readers". There were little more than flag-waving chronologies, underplaying any notion of causality.

6. There is a tendency to downplay U.S. economic interests in Asia, and the role that imperialism and colonialism have played in U.S.-Asian relations. For example, the

treatment of the Open Door Policy as an instance of U.S. beneficence towards China is totally unsupported by current scholarship.

7. Where Communism is involved, the textbooks by and large have an outdated Cold War frame of reference. We do not think that the black-and-white dualism in this Cold War attitude enhances the students' understanding of individual Asian nations. Cold War and other loaded terminology is still widely used, e.g., Communist or Red China, Formosa, Sneak Attack.

8. There is inadequate attention to post-War II Asia, and especially peaceful ties with Asia. Marco Polo often gets more attention than Korea or Vietnam, and certainly more attention than India, Pakistan, and Indonesia, which comprise a significant share of the world's population.

9. While there were many small factual errors, they were not as significant as errors in explanations and/or interpretations of historical events.

10. Recent scholarship is not reflected in the analysis of events, leading to distorted impressions, e.g., the Open Door Policy, the causes of World War II in the Pacific, and the Communist victory in China.

GENERAL RECOMMENDATIONS

1. Greater inclusion of Asian perspectives and reactions to important historical events.

2. More on the human dimension of Asia, starting with an increase in the inclusion of names and faces.

3. More consistent treatment of the racism that has affected our relations with Asia.

4. Greater attention to U.S. economic interests in Asia, our role as a Pacific power, and the imperialist/colonialist nature of our adventures.

5. A more in-depth analysis of historical causality of important historical events, such as the events leading to Pearl Harbor.

6. A more integrated approach to the pattern of the U.S. historical relations with Asia, which shows the continuity of events (as opposed rather to treating them as isolated problems).

7. More balance between pre- and post-World War II U.S.-Asian relations. Greater attention to peacetime relations with Asia.

AMERICAN HISTORY FOR TODAY

Ginn & Company

American History for Today is a classic example of how not to write a U.S. history textbook dealing with Latin America. To begin, it promises more than it delivers. In the preface it tells the reader that this text will give the history of all the people of the U.S., including the "people of Spanish and Mexican-American origin" who "have left us the legacy of their great discoveries and explorations." It then proceeds to treat this Latin American legacy with a shocking display of careless scholarship, negative images, misrepresentation and nonrepresentation. There is no evidence whatsoever that American History for Today is cognizant of the cultural legacy of Latin Americans or sensitive to their perspectives of history vis-a-vis the United States.

For example, the text ignores completely the accomplishments of the advanced Mayan civilization, which comprises an important part of the Mexican-American cultural heritage. One cannot help but be skeptical of the sincerity and sensitivity of a U.S. history text that promises a history of all Americans and then provides more information on the man who coined the phrase "there's a sucker born every minute" (P.T. Barnum, p. 197) than on the whole of Latin American Indian and Spanish cultures.

The text systematically incorporates in its chapters a bias toward the achievements of black figures in U.S. history. This bias is to a certain extent justifiable, even laudable, in that it addresses the neglect in earlier histories of black participation in the shaping of the United States. However, the inclusion of black contributions should serve as a complement to deepen a reader's understanding of U.S. history and not to distort historical analysis by singling out one group to the exclusion of others. American History for Today would not be so disconcerting if it were not for the fact that by including so many mini-biographies and sidelights of previously neglected historical personalities in a limited narrative, the significant processes, figures, and events which determined the evolution of Latin American peoples and U.S. foreign policy toward Latin America are ignored. The end result is not only a very unrealistic picture of Latin American history but a negation of the Indo-Hispanic heritage of the Hispanic people in the United States. The following provides illustrations of the most blatant shortcomings in this regard.

The Aztec and Incan civilizations are summarily dismissed; reference to these cultures is made only in the context of their conquests by Cortes and Pizarro. This conquest time frame introduction to Indian culture may explain the omission of the Mayans, whose civilization had disintegrated before the arrival of the Spaniards. However, it does not explain why there is no discussion of the colonial Spanish rule in Latin America. The only explanation seems to be that more care was given to the selection of interesting black figures in history than to important historical processes and events. In this instance, the devotion of a full page to the exploits of "Little Steven", a black Spanish scout (p. 21), makes the omission of accounts of the life and culture of the early Spanish settlers in Latin America more blatant and intensifies the distortion of historical significance.

Texan independence is simplistically treated as a one-issue rebellion. The cursory description singles out slavery as the key issue to the exclusion of religious restrictions placed on the Texan and Mexican fears of U.S. expansionism. The problem of oversimplification is compounded by ethnocentrically loaded passages which can only serve to create or strengthen prejudice against Mexicans and the Mexican point of view. For example, in describing the Texan war for independence the text states:

> "Then the Mexicans swept east, killing Texans as they went. But now Texas had a great leader. He was Sam Houston, an experienced soldier who had served with Andrew Jackson. Houston caught the Mexicans off guard at the Battle of San Jacinto. Yelling 'remember the Alamo!' the Texans won a smashing victory.
>
> Santa Anna was found shaking and hiding in the tall grass near the San Jacinto battlefield...Later he said the treaties were no good since he had been forced to sign them" (p. 205).

Intended or not, the example uses unfair comparisons of the Texan and Mexican militaries to reinforce stereotypes. The implications are that:

1) Mexicans are indiscriminate killers while Texans are heroic fighters; and
2) Mexicans (as personified by Santa Anna) are cowardly and deceitful while Texans (as personified by Sam Houston) are daring and brave.

To be sure, Santa Anna was a corrupt and incompetent dictator. But in a history of all Americans one would expect a more balanced treatment including mention of the courage and accomplishments of Malinche, Juarez, Hidalgo, Zapata, and other Mexican heroes of which Hispanic children are justifiably proud.

If anything, the treatment of the Mexican War is more slanted and inaccurate than the section on Texan independence. The text incorrectly describes Mexico as the aggressor in the war:"In April, 1847, Mexican troops crossed the Rio Grande and killed a number of Americans" (p. 213). This unqualified assertion is based on a statement by then President Polk which was contested by Abraham Lincoln and others at the time as being merely a pretext for justifying U.S. aims on Mexican territory. Although one could not know it from this text, Mexican aggression was never proven. In the treatment of the Bear Flag Republic Revolt, the authors have somehow managed to gloss over U.S. imperialist designs on California with a patina of humanitarianism, and stress Mexican incompetence at the same time. "Californians were unhappy with the poor government Mexico provided" (p. 213). The Battle of Buena Vista is succintly summed up as follows: "Santa Anna was still the dictator of Mexico. He tried to stop General Taylor at the Battle of Buena Vista. The Mexicans outnumbered the Americans three to one, but Taylor won the battle" (p. 214). The Battle of Buena Vista was won by neither side. So many men were lost on each side that both Santa Anna and Taylor had plans to withdraw. Taylor became the hero of Buena Vista because: 1) Santa Anna made his decision to retreat first; and 2) Taylor sent a message saying that he won a great victory. This is yet another illustration of how a simplistic explanation of a complex situation has the effect of implying North American superiority over Latin Americans.

The by now familiar humanitarian American evil foreign adversary view of history reoccurs in the context of the Spanish-American war and the acquisition of the Panama Canal zone. In the former, the reader is left with the erroneous impression that U.S. intervention was motivated by benevolance and brought "freedom" to Cuba. It fails to point out that economic and security interests were also motivating factors and that intervention ended with U.S.

military occupation of the island.

The Panama Canal issue is treated with similar superficiality. While paying two-sentence lip-service to Latin American resentment over the acquisition (p. 389), the text fails to provide any analysis of the causes for this resentment. Imperialism is rationalized as benevolence in the following statement:

> "Suddenly the people of Panama revolted against the mother country, Colombia. President Roosevelt quickly sent marines and a warship to help them" (p. 388-389).

The common interest of the U.S. government and the Panamanian rebels is treated as fortuitous coincidence. Ignored completely are the interests of the French construction firm which wanted to sell its canal-building machinery to the U.S. and colluded in the revolt to insure the sale.

Given the emphasis on the contributions of black individuals in this book, one would expect a section on Haiti that treated the slave revolt led by Toussaint Louverture with sensitivity and a sense of its significance for black Americans. Most historians researching this area consider the revolt in Haiti, creating the second independent republic in the New World after the U.S., to be a watershed in ending the system of slavery in the Americas. Surprisingly, neither Louverture nor the significance to slavery are mentioned (p. 151). The authors' sense of the significant seems to have been so distorted by nationalism that the slave uprising is described only in terms of so decimating Napoleon's military that the U.S. could purchase the Louisiana territory.

In light of the ethnocentric and simplistic treatment of U.S.-Latin American relations in the earlier chapters, it was not surprising to discover (on p. 392) that 25 years of numerous interventions in Latin America by U.S. troops could be justified on the grounds they were merely attempts to resolve the foreign debts of the Latin American countries. These interventions are paternalistically dismissed with the statement that "as soon as the financial affairs of these countries were straightened out the Americans withdrew."

To sum, the most important aspects of Latin American cultures are cursorily treated, distorted by bias, or omitted altogether. The mini-biographies and sidelights, which occupy a great deal of the narrative, provide human interest, but at the expense of substance. The text is consistently and seriously flawed in its references to Latin America and is, from a Latin America area viewpoint, unsuitable for use in the classroom.

AMERICA: ITS PEOPLE AND VALUES

Harcourt Brace Jovanovich

As a U.S. history text, Latin American coverage in America: Its People and Values is generally quite adequate, including significant elements of Latin American history in a few pages. Although the text covers Indian cultures, colonial rule, and independence with little detail, the treatment of these areas is well-balanced and free of many of the familiar scholarship flaws and stereotypes. The problem of limited depth is more serious in the accounts of U.S. political and trade relations with Latin America, where overgeneralizing and avoidance of the darker side of U.S. motivations undermine analysis of contemporary problems. A lack of knowledge of U.S. economic domination and military intervention in Latin America and the Latin American antipathy generated by this history severely handicaps a student's understanding of U.S.-Latin American relations.

While the main thrust of the section on Indian cultures is positive, the narrative is flawed by inconsistency and value-laden assumptions. The text observes (p. 4) that culture is defined as including the following elements: (1) ways of providing food and shelter; clothing and tools; (2) religious practices; (3) creation of art; (4) organization of groups from family to governments; and (5) methods of education. The framework for understanding culture is comprehensive and would seem an appropriate measure for comparative analysis. However, for some inexplicable reason, the conceptual framework is ignored and the definition of culture is constricted considerably when the discussion turns to specific cultures. The contradiction is apparent on page 8, where the discovery of how to make and use iron is identified as the key to great cultures. It is solely on the basis of this one-dimensional definition, that the Indian civilizations are described as having less great cultures than that of the Europeans, Asians, and Africans who lived during the same years. Thus, however well-intentioned the attempt, the definition of culture succeeds only in creating confusion. One wonders how the astronomical sophistication of the Mayans and the complex social organization and system of roads of the Incas enters into the cultural equation? Moreover, the comparison of these Indian cultures with Europeans, Asians, and Africans is so sweeping that the erroneous assumption is made that Indian cultures were less advanced than that of all Europeans (including the backward Northerners), Africans and Asians.

An only slightly better display of balance is found in the discussion of the conquest of Mexico and Peru. Cortes and Pizarro are treated fairly, if briefly, as adventurous but brutal men. On the negative side, the accounts of Indian actions and explanations of behavior are neglible. By omission, the authors have rendered unimportant the role of Malinche, the Indian translator, and mistress of Cortes, who made it possible for the Spainards to communicate with the Aztecs while trying to mitigate the destruction of her people. Similarly, some comment on the Inca theocracy placed in the context of the execution of Atahualpa would have helped explain Pizarro's conquest of Peru.

America: Its People and Values is most useful in providing a basic introduction to Spanish colonial life in America. The references to Spanish customs and skills, government, social classes, and missionary life are equitable and objective, and are of great value in understanding the Spanish heritage of Latin America. The biographical feature on Bartolome de las Casas (p. 40) accurately represents the contributions of this priest to laws protecting Indian rights. The fact that the Indians were freed from slavery, only to become vassals, and later peons, does not diminish the impact of this man on Spanish colonial government.

The text also handles its description of the problems, events, and influences which shaped Latin American independence in a bias-free manner. Deserving of particular commendation is the analysis of why the revolts against Spain took place. A picture of the class character of the Creole revolts is fully developed through description of the social class hierarchy of Spaniards, Creoles, Mestizos, Indians, and Negroes (p. 39) and Creole resentment of: (1) the priviliges of Spanish-born settlers; (2) Spanish control of Colonial trade; and (3) Napoleon's imposition of a French king on the throne of Spain (p. 274). This narrative succeeds where other U.S. history texts have frequently failed in presenting the significant factors surrounding Latin American independence with precision and continuity of thought.

America: It's People and Values is structured so that inquiry lessons are effectively built around text and illustrations. Throughout the book students are asked to consider how various historical actors, artists, historians, and peoples might view the same incident. The section on Texas independence, for instance, examines differences between a newspaper account, an eyewitness account (p. 406) and a painting of the death of Davy Crockett at the Alamo (p. 404). This not only illuminates the difficulty historians encounter in weighing conflicting evidence but stimulates analysis of factors that might account for the difference.

It is a bit of a wonder though, why this structured method of inquiry was applied only in at least 50 years hindsight and not to more contemporary events. The acute problems of interamerican relations today are ignored or glossed over in the text. The strong anti-U.S. sentiment in Latin American countries, aroused by the corporate presence of United States interests and the interventions engineered by the U.S. Department of State is not mentioned, let alone explained. The only intervention mentioned is President Johnson's unilateral invasion of the Dominican Republic in 1965. That incursion into the Dominican Republic, and the invasions of Guatemala (1954) and Cuba (1961), are only the most recent of over fifty U.S. interventions in Latin America in a span of 60 years. The interventions, often on behalf of U.S. oil, banking, sugar, and fruit company interests, have generated widespread odium toward the U.S. in Latin America. Without benefit of knowledge of these events, students cannot understand the crisis of confidence the U.S. faces in its own hemisphere. For instance, students should know how a scale of values in which the threat of communism in Latin America has made all other values pale in significance, has placed the U.S. in the unfortunate position of defending U.S. investments and unpopular governments which favor those interests against the people of Argentina, Chile, El Salvador, Guatemala, Honduras, Paraguay, et cetera.

In sum, it seems to me that the factual information and inquiry lessons in the text are of high quality for the period of Latin American history beginning with Spanish colonial rule and ending with the close of the 19th century. But teachers using this text will have to seek other source materials as supplements for meaningful and instructive treatment of Indian civilizations and crucial problems in contemporary U.S.-Latin American relations.

WE THE PEOPLE

D.C. Heath and Company

Although We the People gives attention to many of the major themes which a Latin American specialist might hope to find in a U.S. history textbook, it is a disappointment. To be sure the book contains only a few biases, is free of glaring errors of scholarship, has a pleasing format and illustrations, and is possessed on occasion of an imaginative grasp of methodology for promoting cognitive and affective understanding. But however laudable these qualities are, the book is beleagured by problems of oversimplification; problems so numerous and egregious in the text's treatment of Latin America as to require a great deal of background reading on the part of both teacher and student to ensure adequate instruction. The following discussion considers the text's shortcomings in this regard.

Part of the problem with the Latin American coverage in We the People is that its early description of Aztec culture (pp. 23-24) is the most effective Latin American section of the book. Lucid narrative and attractive drawings are combined in this section to convey a good sense of the social, economic and political aspects of Aztec life. The following excerpt is characteristic of the empathetic style of the narrative and drawings:

> "These pictures show some of the kinds of work an Aztec boy could choose. There were other things, too, that he could do. He could play music for a king or become a painter. He could work with wood or feathers. (Rich Aztecs wore feathers in headdresses and woven in their clothes.) Or he could become a ball player." (p. 24)

The problem is that this section created expectations of similar originality and attention to detail in the treatment of other Latin American subject matter; expectations which, in the opinion of the reviewer, were rarely, if ever, fulfilled. For example, a more focused analysis of the ethical aspects involved in the claim of a powerful nation to conquer other lands appears in the review of the Spanish Conquest chapter (p. 67) than appears in the chapter on the United States as world power (p. 383). In the conquest chapter review, the issue is put as follows:

> A Spanish conquistador: "We discovered this new world, America, and we have a right to claim it and keep it for ourselves. The people there will be better off under our rule and our civilization."
>
> An Indian: "America is not a 'new world'. It was the world of our ancestors, and now it is our world. It is not yours to take. There is no such thing as the right of conquest."

This argument, which gives fair forum to the idea of national sovereignty in the context of Spanish colonialization can be compared to the ethnocentric bent of the following excerpts related to U.S. colonialization:

> On intervention in Cuba: "The United States still kept some control over Cuba. Many Americans invested money in Cuba. These people wanted their property protected. The American government did not want other nations to control Cuba. If there was any trouble in Cuba, the United States would help to stop the trouble. Several times American troops were sent to Cuba." (p. 380).

> On the Panama Canal: ". . . Panama belonged to Colombia, and Colombia did not want the United States to build a canal in Panama. Colombia refused the American offer of $10 million for the right to build a canal. In 1903 a revolution in Panama made that country independent. The United States paid the new government of Panama $10 million for the right to build a canal. The United States also paid Panama $250,000 a year in rent for the land. Colombia was angry because it believed that the U.S. had caused the revolution in Panama. In 1921 the U.S. paid Colombia $25 million for the loss of Panama."

The issue of national sovereignty is obscured in the first passage by the emphasis on U.S. property interests and benevolence in preventing "trouble". The second passage treats the canal almost solely as an economic transaction and completely omits description of American and French machinations to first instigate Panamanian revolution and then ensure its success. The tone of both paragraphs effectively diffuses values contrast by selectively side-stepping the sovereignty issue.

Although inadequate concept development is a problem throughout the text, it becomes critical in the section on Spanish colonial life, and reaches its nadir in the accounts of the Mexican War and the Spanish-American War. Scant attention is given to the colonial system developed by Spain in the New World (pp. 59-60). The text's omission of the impact of feudal Spain's values on the government, religion, social structure, miscegenation, and land-owning patterns of Latin America and emphasis on Spanish extraction of mineral wealth and mistreatment of the Indians is conducive neither to understanding nor empathy. On the contrary, the negative character of the few themes singled out for inclusion can only perpetuate the evil Spaniard stereotype.

Each chapter in We the People contains a concluding page of questions which combine information and ideas based on the chapter to theoretically provoke a more complex level of understanding. However, inadequate introductions to the subject have rendered these units superfluous in the chapters on the U.S. wars with Mexico and Spain. In one such "understanding" unit students are encouraged to consider the Mexican viewpoint on receiving American settlers, losing its territory, and the causes of the war with the U.S. While discussion of these ideas is commendable, insufficient background is provided in the text on which students can base a useful analysis. The sentiment in the U.S. for provocation of war with Mexico is neglected entirely, as are accounts of the U.S. invasion of Mexico and capture of its capital city.

A similar disequilibrium of facts and ideas characterizes discussion of the results of the Spanish-American War. On page 377, students are asked, "What do you think the people of Puerto Rico, Cuba and the Phillipines felt about these results?" The feeling in both nations that one conqueror was vanquished only to be supplanted by another is not conveyed in the narrative preceding the question (p. 376). Although, it might be argued that this is no more than an organizational problem and more information appears later on (p. 380), what little detail is later provided hardly prepares students for understanding the complexity of the situation in the Latin American context.

The errors of comission and omission in the text hinder understanding of Latin America to the point that considerable revisions or supplementary readings are required for classroom use. With the exception of the Aztec lesson, there are very few pages devoted to Latin American culture. There are no pages or sections devoted to Latin American independence movements or, aside from the Cuban missile crisis, contemporary U.S.-Latin American relations. More factual information on Latin American culture and U.S. foreign policy is needed for students to exercise the hypothesizing and interpretation demanded in the text's own "understanding" units. As it stands, We the People rates "low-average" as a foundation for understanding our partners in the hemisphere.

THE AMERICAN WAY

Holt, Rinehart and Winston

The American Way makes no bones about its emphasis on the social, political and economic forces which were decisive in forming the philosophical core of the United States. Within this parochial conceptual framework, the text balances its priorities extremely well, presenting the significant ideas and beliefs that have guided the actions of the U.S. domestically and abroad while at the same time, attending to the background description prerequisite for understanding of the issues. However, from the viewpoint of an area studies specialist, it is unfortunate that the very thoroughness of the text's approach to American values clarification circumscribes the depth of analysis of foreign cultures. Discussions of Latin America and other cultures are generally confined to their economic and political interface with this United States philosophical core. The result is that while U.S. interventions in Latin America are treated consistently with sensitivity and accuracy, teachers are left to their own devices to provide affective and cognitive understandings of Latin American culture. Indeed, the authors evidence a cognizance of this problem, providing in each chapter a list of recommended books for students that, if read, would overcome many of the Latin America-area shortcomings of the text.

The preceding note of caution should not be construed to mean that the space devoted to the socio-politico--economic fabric of the U.S. precludes all mention of the independent development of Latin America. As with most general rules, there are exceptions. For example, the treatment given native American societies in Mexico and Peru, the Spanish Conquest, and Spanish colonial life are quite adequate. These sections are embellished by attractive maps and photographs that promote understanding of diversity of culture and economy.

My only quarrel with the description of Indian civilization pertains to the reference made to the Spanish conquest of the Mayas. The text on page 47 relates: "After bringing the Aztecs under their control, the Spanish armies tried to conquer the oldest and most highly developed of all American civilizations, the Mayas. This expedition was not successful at first. It took almost 20 years for the Spanish to conquer the Mayas." This statement is misleading at best. Divided by civil rivalries and strife, the great Mayan civilization was dissipated well before the arrival of the Spainards in 1518. In the view of contemporary historians, Mayan civilization entered into rapid decline in about A.D. 1200 and disintegrated completely by 1441; their great religious centers abandoned to forest and weeds. The Indian groups in southern Mexico and Central America which Cortes subdued after the Aztecs, undoubtedly included Mayan descendents, but they had already been split into easily conquerable small factions.

The book also covers, without much detail, the establishment and organization of Spanish colonies in America. The transplantation of Spain's feudal system of land ownership, class hierarchies, colonial government, and the Church's attitude toward the Indians are briefly discussed (pp. 52-53). Unfortunately, the problem of superficiality is exacerbated here by organizational structure. Description of life in the Spanish missions is held in abeyance for 300 pages to be used as a prelude to the Texas war for independence. Given the paucity of information on Spanish colonial traditions, it would have been advisable to place the reference to the missions within a consolidated colonial context rather than render it asunder.

Two of the better U.S. history texts accounts of the U.S.-Mexican War (pp. 391-398) and the Spanish American War (pp. 528-533) appear here. The lengthy reference to the Mexican War gives students insight into President Polk's deliberate planning and orchestration of the war, his plan to conquer California, and the protests these actions evoked from antiwar organizations and individuals. Even more commendable is the account of events leading up to war in the Caribbean. The format of the chapter is effective in providing descriptions of the pressure exerted by U.S. industry to expand and control trade with Latin America and the lack of a clear U.S. policy for establishing power in Latin America as background to the actions in Cuba, Puerto Rico, Hawaii, and the Phillipines. The desires for safe markets for American industry, the allure of world power, and belief in Anglo-American superiority are all analyzed here, fostering understanding of the complexity of foreign policy.

The excellent coverage of the U.S.-Latin American policy in action continues with analysis of the construction of the canal in Panama and U.S. management of the affairs of Venezuela and the Dominican Republic (pp. 557-561). Focusing on concrete economic and political objectives, the narrative and margin notes combine to present a fully developed description of the big stick policy of Theodore Roosevelt. The point is effectively made that although the canal was a brilliant achievement of American science and technology, it demonstrated a cultural chauvinism and use of power that did not win the U.S. many friends in Central and South America. The U.S. quest for power and authority and trade and profit are also central themes in the description of the Roosevelt Corollary to the Monroe Doctrine and U.S. involvement in Venezuela and the Dominican Republic. In substance, tone and organization this section rates high marks for demonstrating to students the significant role of ideology and economy in U.S. policy towards Latin America.

In The American Way each chapter progressively expands on the complexity of U.S. foreign policy toward poorer nations. It effectively employs a case study of Woodrow Wilson's interference in Mexico to first raise the issue of the "moral" trade-off between protecting peace and democracy and respecting national soverignity. This discussion sets the stage for a discussion of the same economic and moral foreign policy themes in the context of Castro's 1959 revolution in Cuba and the 1978 Panama Canal Treaty.

To conclude, the foreign policy subject matter is logically developed throughout the text. Margin notes, headings, subheadings, chapter reviews, and bibliographies enhance reflection on the main ideas in the chapters and help students conceptualize the intricate pattern of ideas and beliefs behind U.S. diplomatic and military interactions with Latin America. Although analysis of the nature of U.S. philosophy and actions toward Latin America gives some insight into the Latin American perspective of the U.S., this view is not fully developed. Nonetheless, more detailed information on Latin America is provided in chapter bibliographies and the omission is forgiveable as one of only few weaknesses in an otherwise honest and thorough book.

THIS IS AMERICA'S STORY

Houghton/Mifflin

The book is visually attractive with consistently excellent maps and graphics. The treatment of Latin America is, for the most part, equally excellent with provisions of extensive background information and clear and well-balanced analysis. Unfortunately, the generally lucid and imaginative narrative is undercut by some important omissions and stereotypes related to discussion of Latin America.

In assessing Latin American coverage in *This is America's Story* one is struck by the contrast between the inclusive, fair and objective discussion of Spanish colonial rule, U.S. - Mexican conflicts, and the Spanish American War and the biased and cursory treatment given the Indian civilizations, and the acquisition of the Panama Canal.

The book's discussion of the advanced Indian civilizations living in Meso- and South America before the conquest is sketchy, incomplete and eurocentric. No attempt is made to examine the Indian roots of Latin American culture. The Aztecs and Incas receive mention only in the context of their conquest by the Spainards, while the Mayan civilization is neglected entirely. The depiction of the exploits of the "jovial" Cortes and his "valiant" men in Mexico is grossly romanticized and inconsistent with the documented history of Cortes' brutality towards the Aztecs. The following statement reflects the moral confusion, eurocentric bias and Machivellian standard applied in the coverage of Cortes': "Although we may not approve of what he did, we must admire the courage and persistence of this conqueror of Mexico" (p. 52). Why should American students be taught to challenge Mexico's own rejection of its conquerer when neither his "accomplishments" nor his "motives" deserve approbation?

In contrast, cultural sensitivity and innovative and effective organization of material characterize the section on life in colonial Latin America. It is to the authors credit that life in Spanish America is presented through the letters of an imaginary fifteen year old boy who went to New Spain in the early 1700's. Students are thus given an opportunity to understand the feudal Spanish heritage of Latin America and analyze the impact of cultural interaction in a human and value-free manner. The section is marred only by one factual inaccuracy. The text states that the University of Mexico and the University in Lima, Peru, which were both founded in 1551, "are the two oldest universities in the New World" (p. 61). The fact is that the University of Santo Tomas in the Dominican Republic was founded 13 years earlier in 1538.

This is America's Story deserves particular commendation for its hemispheric scope, presenting episodes in the history and culture of Latin America unrelated to U.S. involvement in the region. Without even discussing content, the nature of most U.S. history texts makes the mere inclusion of sections on Latin American independence (pp. 192-201) and present-day Latin America (pp. 665-682) path-breaking and, hence, a positive aspect of the text. Moreover, the content in these sections demonstrates a fine sense of what is important and what to leave out, taking into account most of the historically significant issues and personages. For example, the text objectively relates how in length of time and in scope of territory covered, the movements for Latin American independence transcended the North American revolution and fall into four main theaters of action: Mexico, northern South America, the River Plate, and Brazil. The narrative goes on to show that in Mexico there arose no single great leader, but rather a series of heroes. In South America on the other hand, the book deservedly gives most attention to the giants of independence in each theater:

Miranda in Venezuela, Bolivar in northern South America, San Martin in the River Plate, and Dom Pedro in Brazil. The antipathy that existed between the two dominant casts (Spainard and Creole) is correctly identified as the spark which ignited revolution in Latin America. My only qualm with this is that while there is the implication that the struggle for Spanish American independence was a revolt of the classes, not of the masses, it should have been more explicitly stated in a textbook of this level. The non-participation of the masses in independence from Spain and Portugual is critically significant to our understanding of the differences in historical development between Latin America and the United States.

The uneveness of the text is evident in the lack of depth of content and analysis in the section on the Panama Canal. Much of the discussion focuses on the decision to build the canal and the great engineering feat of its completion. These are valid issues, but the pre-occupation with expansion and "defense of the western hemisphere" render superficial the treatment of the Latin American perspective of this event. Little attempt is made here to help students understand the complexity of the issue and the social and political repercussions in Colombia and Panama of U.S. involvement.

One of the greatest merits of this book is its attention to the current social, political and economic realities of Latin America and contemporary U.S.-Latin American relations. The narrative provides an adequate, if somewhat touristic, introduction to the common traditions as well as the geographic and cultural diversity of the Latin American countries. But what is unusual about this section is its acknowledgement of the need to link past with present to understand crucial issues in U.S.-Latin American relations. The text and graphics combine to present extensive description of American policy of intervention, the Good Neighbor Policy, and the conflict between U.S. business interests and the Latin American desire to control and benefit from their own natural resources. Although there is bias toward the U.S. model of development and rationalization of U.S. intervention, the tone of the argument suggests more the inspiration of pragmatic acceptability than national-ideological commitment. To its credit, the text does not shy away from controversy in stating that "the people of Cuba are no nearer to democracy than they ever were, but at least the poor among them now live somewhat better than before" (p. 682).

The thought-provoking quality of This is America's Story is enhanced by excellent charts, maps, and graphs. Maps on page 602 and 604 help students understand why the Isthmus of Panama was selected as the site for canal construction. The chart on page 671 is useful in illustrating the extent to which the countries of Latin America depend on trade with the United States.

Overall, the references to Latin America in This is America's Story are extensive and encourage discussion of interesting issues related to Latin America-U.S. relations. One speculates that a reasoned nationalism constrained more analytical discussion of U.S. military and economic intervention in Latin America. However, this argument does not explain the omission of discussion of Pre-Columbian civilization.

If teachers are aware of these limitations and can prepare to cover the few omissions and biases, this text can provide an especially stimulating introduction to Latin America's role in the hemisphere.

Two Centuries of Progress

Laidlaw Brothers

There are very few detailed references to Latin America in Two Centuries of Progress. Historical references to the region are undeveloped throughout from the combined total of less than 300 words devoted to the great pre-Columbian civilizations and the Spanish Conquest (p.20 and p.35) to the 15 words on the Alliance for Progress (p.616). By following this tersely factual approach toward Latin American issues, the text does not provide sufficient development and interrelationship of concepts to enable students to adequately develope cognitive and affective understanding.

An early case in point is the description of colonial life in New Spain. Although the narrative on colonial life is more succinct than a Latin America specialist would wish, it does introduce the argument that the curse of Spain's agricultural economy, the latifundia, or huge estate, had prevented small farmer settlement in New Spain (p.38). But two deficiencies are salient here. On the one hand, the text missed an opportunity to underscore the significance of colonial land policy by not adding that one great abiding difference between the United States and the Latin American nations is that most of the land in the former was not settled until after independence from England, when the small farmer came into his own. By contrast, in Latin America a great proportion of the land was consolidated into huge estates during the colonial epoch, allowing in most cases for economic class extremes to persist through to the present day. On the other hand, the land argument does not alone explain Spain's problem of colonization following the conquest. The fact that Spain had liquidated its religious and political minorities who might serve as immigrants certainly was a disadvantage in this regard. Without dwelling further on the argument, this type of contextual information could have given meaning to such unexplained assertions as the following which appears on page 39:

> "Unlike the English, most Spaniards had little reason to leave home and settle in North America."

The brevity of the text also contributes to oversimplification of the Mexican-American War. Nearly all North American historians agree that the government of U.S. President Polk felt that war with Mexico was necessary in order to get California and New Mexico and fulfill manifest destiny. In this book, however, not only are Polk's designs on Mexico omitted from the narrative, but the unproven assertion is made that Mexico started the war (p.282).

The Mexican-American War section calls attention to a drawback in the organizational structure of the book. One has the feeling that longer textual passages on imperialist implications were omitted here because illustrations of the concept of empire were to be reserved for a later chapter in U.S. history. Thus, there is no discussion of the deadly effect of this war on Mexican attitudes towards the Monroe Doctrine; feelings which were passed on to Central America and northern South America and which shaped Latin American perceptions of U.S. foreign policy into the twentieth century. The negative aspect of this approach is that students are encouraged to develop a cohesive picture of complex concepts of imperialism and foreign relations without understanding the sources of problems in U.S.-Latin American relations as they occured within their own contexts. Indeed, despite the fact that cursory mention of U.S. interference in the region is made on page 386 in order "to help students understand" factors influencing U.S. foreign policy, no concrete examples of resentment are provided in the ensuing description of U.S. military interventions in Cuba, Panama, Mexico, Haiti and the Dominican Republic (pp. 386-390).

In a more positive vein, the discussion of the role of business in expansionism is clear and insightful. Although I believe the analysis of the foreign policy impact of American sugar investments should have been extended beyond Hawaii (p.385) to Cuba, the chapter does an adequate job of explaining how industry demands for protection of overseas investments and control of trade helped shape "dollar diplomacy" in Latin America and the Caribbean. The attention paid to U.S. oil, mining and railroad interests in Mexico, a topic frequently lacking in U.S. history texts, deserves particular commendation.

Unfortunately, economic issues, which contested with security concerns for priority in the analysis of hemisphere relations in the first third of this century, are omitted from discussions of more contemporary relations. For example, the shift from military intervention to cooperation and mutual agreement is the focus of the account of the Good Neighbor Policy. However, this emphasis on cooperation distorts analysis of the relationship by omitting reference to the U.S. determination to replace military intervention with full-scale "economic" intervention to achieve its objectives in the region. Ultimately, the neglect of economic issues and Latin American perspectives in the coverage of contemporary relations and the concommitant emphasis on security and the "communist threat" in such case studies as Cuba and the Dominican Republic (pp.620-621) seriously undermines understanding of today's hemispheric problems.

In summary, the paucity of substantive content and the general failure to relate what content is provided to certain key concepts invites uninformed generalizations about Latin America and its relationship to the United States. Although Two Centuries of Progress shows some potential for depth, as demonstrated by the section on industry and expansionism, it requires extensive revision in its approach to the Latin America area.

THE FREE AND THE BRAVE
Rand McNally and Co.

This textbook reflects careful scholarship and thoughtful design construction in its generally well-balanced and accurate treatment of the Latin American area. From the Latin America area specialist viewpoint it would be fair to say that the most crucial deficiencies in U.S. history textbooks are the presence of Eurocentric bias in descriptions of Indian cultures, a U.S. slant in accounts of U.S.-Latin American disputes, and a patronizing attitude toward Latin American cultural and political institutions. The Free and the Brave is one of the few U.S. history books that includes a thorough examination of the Indian legacy which has conditioned the historical evolution of Latin American peoples and fundamentally determined their character.

The sections on the Mayan, Incan, and Aztec cultures and the Spanish conquest deserve commendation. The text points out that the religious and plastic arts of American Indian civilizations could compete with oriental creations. Graphics effectively support the narrative, illustrating such accomplishments as the suspension bridge, pyramids, and calendars, In this manner the reader is prepared to expect more than oversimplified explanations of cultural superiority for the defeat of these civilizations at the hands of the Spaniards. Expectations are met with a clear and concise analysis of the technological handicaps (no horses, wheel or metallurgy) that combined with religious beliefs and disease to precipitate the demise of the Aztec and Inca civilizations. The high quality and balance of the section continues with narrative and graphic impressions of the cross-cultural encounter from both the Aztec and Spaniard perspectives.

In contrast to the chapter on the Indians, the other basic determinant of Latin American culture, the legacy of Spanish colonial rule, is given inadequate treatment. Although the text accurately presents the thesis that gold lust and the desire to spread Christianity to the Indians motivated Spanish exploration and colonization, the section as a whole suffers from a lack of depth of content and analysis. The section could be improved with more analysis of the medieval, feudal intellectual, social and spiritual values introduced by Spain into Latin America.

Three areas where U.S. history textbook accounts have commonly suffered from ethnocentrism is in their treatments of the Mexican-American and Spanish-American Wars and the acquisition of the Panama Canal zone. The Free and the Brave approach to these historical episodes is refreshingly free of stereotypical images and "manifest destiny" rationalizations, Moreover, the text realistically describes the fear of U.S. expansionism on the part of the Latin American countries (Mexico, Cuba, and Colombia) involved in these episodes. This inclusion of Latin American reaction to U.S. incursions permits the reader to study these situations with an open mind and thereby understand the evolution of present-day Latin American attitudes towards the U.S.

The analysis of the U.S.-Mexican War is a good example of the text's attention to the need to reverse North American images of Mexico. For example, the account of the capture of Mexico City gives insight into how the battle of Chauputepec has much the same meaning for Mexican patriots as the Alamo has for Texans. The discussion of how a few boys studying to be soldiers held of General Winfield Scott's army for three days and then leaped to their deaths rather than surrender concludes with the insightful statement that "Mexicans have never forgotten the battle, which they think of as a slaughter."

In a similar vein, the account of the 1898 Spanish-American War objectively puts forth the view that the U.S. citizenry became aroused by yellow journalism as much as anything else. Noteworthy is the inclusion of the statement of the Anti-Imperialist League (Mark Twain, Grover Cleveland, Benjamin Harrison, Andrew Carnegie, et. al.) describing the conquering of other peoples as going against the most basic ideas of the U.S.

The coverage of the acquisition of the Panama Canal Zone represents yet another attempt to give attention to Latin American attitudes toward U.S. expansionism. The text describes how the U.S. gained the hostility of Colombians and other Latin Americans by colluding with a French construction company to support a Panamanian revolution and secure the canal zone from Colombia. This approach, which adopts at least a partial Latin American-centered perspective, informs students regarding some of the important reasons Latin Americans view U.S. foreign policy toward their region with a mixture of fear and suspicion.

The major weak spot in the coverage of Latin America is the complete omission of discussion on the impact of multinational corporation. No mention is made whatsoever of the dependence of Latin American nations on the decisions of the men who run the global corporations. This exclusion is all the more glaring in the light of the well-balanced portrayal of U.S. military interventions in the region. If students are to understand fully why Latin Americans harbor hostility to the U.S. a discussion of our major companies' economic policies and their disregard for Latin America's needs is necessary.

In sum, the treatment of Latin America in The Free and the Brave is generally sensitive and Latin American figures are treated in a positive way. The illustrations are excellent and the narrative encourages objective analysis and inquiry. The high quality of the text's presentation on Latin America is marred only by the exclusion of the role of multinationals in fostering economic dependency. The publicher is to be commended for a large step in the right direction.

AMERICAN ADVENTURES

Scholastic Inc.

As it states in the preface on page 9, American Adventures is about people who made U.S. history. A reviewer specializing in another area might commend this book for realistically presenting the historical and contemporary achievements of individuals from diverse ethnic and racial groups, and for packaging the material in an attractive, highly readable format. It is, therefore, in a way regretable that this reveiwer's mandate to analyze the manner in which the text portrays Latin America constrains any detailed comment on the book's organization, content, and conceptual framework in relation to other peoples and events. For the fact of the matter is that material on Latin America in this text is sadly deficient in both quantity and quality.

There are four major issues treated in American Adventures which will be discussed in this review: war with Mexico, war with Spain, the Panama Canal, and the Cuban Crisis. Other Latin American themes which crop up in other U.S. history texts, such as pre-Columbian civilizations, Spanish colonial life, Latin American wars of independence, and 20th century U.S. military and economic interventions in the region are in this book either cursorily treated or omitted entirely. It shall suffice at present to call attention to these considerable shortcomings and concentrate on the scholarship and values of the relevant area material actually included in the text.

A short, yet fairly cogent analysis of the root causes and battles of the war with Mexico appears on pages 208-214. By centering on Mexican expectations that U.S. settlers would build up an empty Texas territory, not own slaves, and be loyal to Roman Catholic Mexico, and the conflictual reality of Texan Protestant slave-holders, students are encouraged to understand the logical progression of Mexican repressive laws, Texan rebellion, and then independence. Building along these organizational lines, the authors briefly, but accurately, present the debate over Texas statehood and President Polk's desire to expand the U.S. to the Pacific Ocean as a prelude to war with Mexico. However, because detail on internal U.S. opposition to Polk's war and Mexican opposition to the annexation of Texas is completely lacking, students will have to seek supplementary materials to understand the implications of this war of expansion for U.S.-Mexican relations and U.S. foreign policy in general.

While the narrative adequately addresses the role of sensationalist press in arousing American sentiment for war with Spain, it gives the erroneous impression that war was provoked solely by compassion for oppressed Cubans. The question of U.S. property interest in Cuba, for example, is never raised. Students should know that U.S. industry pressures for control of trade in the Caribbean and Roosevelt's expansionist desires were factors before they attempt to answer the question posed on page 379 regarding the reasons for the U.S. decision to go to war. One could also question the bias of the statement made on page 378 that the U.S. made a fairly good record during its occupation of Cuba, leaving that country independent after 1902. Nothing is said of the Platt Amendment which the U.S. forced Cuba to incorporate into its constitution and which sanctioned U.S. control of Cuban foreign policy and interventions to "restore order" until it was abrogated in 1934.

Similar problems related to differentiating significant factors and generating erroneous impressions occur in the context of the account of the Panama Canal. Undue emphasis is placed on U.S. security interests in building a canal and the technological achievement of construction. Students should know that the statement on page 385 that "Colombia agreed to sell a strip of land six miles wide to the U.S.," is misleading. As in the U.S., Congressional approval is required for ratification and the Colombian Congress was unwilling to accept the sum offered for the tract of land. Unfortunately, the impression is given that because Colombia reneged and stalled and Panamanians were unhappy under Colombian rule, the U.S. had a moral reason for intervention. Since background on the French construction company plotting of a Panamanian revolution and the U.S. promise of immediate recognition of the Panamanian rebels is not provided, there is nothing to dispel this false notion. In short, there is no way of knowing from the narrative that the occupation of Cuba and the Panamanian revolution left the United States with few friends in Latin America at the beginning of the 20th century.

With the exception of the Cuban missile crisis, the building of the Panama Canal marks the disappearance of Latin America from the pages of American Adventures. Moreover, since the "Cuban" section makes parenthetical mention of the Bay of Pigs and then centers on the missile confrontation between the U.S. and U.S.S.R., in which Cuba was only a pawn in the action (pp. 571-573), practically speaking, contemporary U.S.-Latin American relations are written off entirely.

According to the Teaching Guide (p.6), roughly 1,400 hours of research went into the process of finding the most instructive and interesting pictures for each chapter. The labor is obvious from the appealing and authentic illustrations. Obvious also is the relatively small amount of research time spent on Latin American issues. As it stands, so many important social, geographic, economic and political elements of not only Latin American culture, but U.S.-Latin American relations, are neglected or distorted in this book that major revision is required for classroom use.

AMERICA! AMERICA!
Scott, Foresman and Company

At first reading, it is tempting to reject America! America! out of hand on the basis of inadequate treatment of Latin America. There are relatively few references to the region in the text; no reference is made to Latin American independence and there is no evidence of a commitment to understanding Latin America apart from its interactions with the U.S. However, despite these considerable limitations the text manages to achieve a modicum of redemption through its innovative analysis of patterns of U.S. foreign policy in a variety of settings at different times in history. By presenting an uncustomarily thorough examination of the factors which have conditioned U.S. policy responses to other world regions, students using the text can at least gain some insight into contemporary U.S.-Latin American relations.

Still, the shortcomings in the treatment of Latin America are numerous. The pre-Columbian civilizations are summarily dismissed with the following passage: "South of the Hohokams, in Mexico and Central America, lived the Mayas and Aztecs. These groups lived in the region where Americans first developed extensive agriculture. American pottery was also probably first made here. The Mayas in Mexico and Guatemala, and the Aztecs in Central Mexico developed very complex civilizations. They built large cities around great temples and huge pyramids. In addition, metal working, building, engineering, and the arts and sciences were developed by these civilizations" (p. 42).

By lumping together two civilizations, omitting a third important civilization (the Incas) and describing achievements in only the broadest generalities, the narrative discourages any inquiry into how these American cultures compared with each other or compared with the cultures of the ancient Mediterranean world. The Mayas and the Aztecs, although both comprising part of the heritage of Mexico, were as different as the Greeks and Romans. The Mayas developed the most refined of all the American Indian cultures, excelling in finely balanced architecture, astronomy, sculpture, and hieroglyphic writing. On the other hand, the Aztecs, despite all their warrior splendor, constituted a regression and not an advance in Mexican civilization. Moreover, both these cultures were less developed than the Incas in engineering, agricultural economy, and social organization. The fact that an entire chapter of the text was devoted to Native American culture, makes this cursory treatment of the most developed of all Indian cultures all the more unwarranted.

A similar lack of discrimination among Indian civilizations characterizes the account of the Conquest. An excerpt from a book by Bartolome de las Casas provides the only description of the conquest in the text; an account which gives no indication of the identity of either the Spanish conqueror or the Indian civilization conquered (p. 73). Moreover, the reliance on Las Casas as the sole source of information on the Conquest is a glaring error of scholarship. While Las Casas was an exceptional humanitarian and defender of the Indians, his exaggerated second-hand accounts of slaughters have been dismissed by scholars as ludicrous distortions to serve his own purpose. This is the same "historian" who wrote that a Spanish soldier killed 10,000 Indians with his lance in an hour, that is, 167 Indians a minute, or 3 a second.

The narrative provides respectively little and no guidance to students interested in learning about the Spanish feudal heritage and the struggle for independence in Latin America. Following the chapter on the Conquest the next mention of Latin America is in connection with the U.S.-Mexico War of 1846. This section sets a pattern of the strengths and weaknesses of America! America! respective to coverage of U.S.-Latin American relations. Although the text provides little background information on the causes of war, it does provoke a values discussion on expansionism and anti-war protest and suggests analogies to events in recent history. Such inquiries require supplemental source materials to overcome the lack of data in the text. For example, the narrative relates that "On April 25, 1946, General Taylor sent word that the Mexican calvary had crossed the Rio Grande and had killed, wounded, or captured sixty-three of the United States force" (p. 341). Without any further discussion of the verification of Taylor's message, the motivational aid in the margin of the page directs teachers to ask "Did Taylor mislead the nation in order to force war?" While the question is significant; it would stimulate more useful discussion if more detail on the event had been provided.

The attempt to relate concepts of expansionism and nationalism with U.S. foreign policy toward Latin America is more effective in the section on the Spanish-American War. The book does an excellent job of integrating description of the Spanish-American War into a discussion of the concepts of political and economic imperialism, nationalism, and jingoism. While the conceptual framework provides an excellent demonstration of the economic and political dimensions of "manifest destiny" it does not come to terms with the legacy of resentment in the Third World engendered by colonialism. A perceptive student may deduce the nature of Latin American reaction from the short description provided of U.S. pressures on Cuba (p. 557) and the political cartoon showing Theodore Roosevelt dumping canal dirt on Colombia (p. 558). But aside from these oblique references, no information is forthcoming in this section on the nature and evolution of Latin American attitudes towards the "colossus of the north".

It remains for the text's discussion of U.S. foreign policy in the twenties (pp. 604-607) to finally face the issue of Latin American resentment. The causes for the resentment are more explicitly treated here than previously. For example, mention is made of Mexico's attempt to improve the lives of its people by trying to end U.S. control of its oil and mining properties and other key elements of its economy. The U.S. Marine intervention in Nicaragua is also cited as fueling Latin American hostility. The interjection of these accounts in the narrative leading up to the "Good Neighbor Policy" of Franklin Roosevelt suggests thoughtful arrangement of content. Unlike in other parts of the book's treatment of Latin America, the reasons for U.S. policy (in this case, a promise of noninterference) are explicitly made clear.

The discussion of the U.S. policy toward Latin America under Franklin Roosevelt suggests the potential of the text to effectively integrate U.S. foreign policy concepts with events and attitudes in Latin America. Unfortunately, it is a unique instance, and more background information on Latin American economic, political and cultural development is required if the book is to be effective in the classroom.

Let Freedom Ring
Silver Burdett Company

Let Freedom Ring does a good job of tracing historical conditions and highlighting stages of U.S. government contact, conflict and policy change related to Latin America through the first third of the twentieth century. Because Latin America area material is used to illustrate central themes in chapters organized around ideas of expansionism, economic and social change, and national interest, students are provided a lucid examination of the foundation and earlier practice of U.S.-Latin American policies. Nonetheless, as a consequence, since Latin America seems to be competing for limited international space in this U.S. history text, the foreign policy emphasis is at the expense of a more thorough treatment of Latin American culture. The following discussion will consider more specifically, from the Latin America area perspective, some of the major strengths and weaknesses of the book's content and organization.

Among the positive aspects of the book's Latin American coverage, the subsection on the "The American Empire" in Chapter 21 is perhaps the strongest. The description of Cuban independence following the Spanish-American war (pp. 465-466) not only provides uncommon insight into the role of economy and ideology in U.S. involvement in the island, but it does something not encountered in any other U.S. history text reviewed: it goes beyond independence to consider the implications of Cuba's designation as a U.S. protectorate after U.S. military occupation ended. This integration of the account of the Spanish-American War with the aftermath of independence encourages student understanding of some of the long-standing problems of U.S.-Cuban relations. This chapter also makes excellent use of primary source material in the form of speeches by Senator Beveridge and President Taft to provide students with knowledge of the philosphy and practice of "dollar diplomacy". Unfortunately, the one drawback in the chapter is a major one. The assertion on page 468 that Panamanian rebels planning a revolution against Colombia were refused help from the United States may lead students to erroneous inferences of U.S. guilelessness in this situation. Contemproary historians would argue that the U.S. government's promise to the rebels of immediate recognition together with the dispatch of a United States warship to the scene to prevent Colombian troop landings indicate, contrary to the text's explanation, that the U.S. was involved in the revolution from the beginning.

Another strength of Let Freedom Ring is its balanced and fairly dramatic account of the events leading up to war with Mexico. Attention is given to the Mexican attitude that the U.S. had stolen Texas and was plotting to take California and New Mexico (p. 286). This example demonstrates the magnificent potential of the foreign culture perspective to foster comprehensive understanding. Disappointingly, it is an isolated example, and the potential of adopting a Latin America perspective is not tapped elsewhere in the book.

The negative aspects of Latin America area coverage are numerous. By simply portraying the Aztecs and Incas only in terms of their population size and neglecting mention of the Mayas altogether, a pattern of insensitivity to the richness, accomplishments and diversity of Latin American culture is established from the beginning. For example, cultural insensitivity is witnessed near the end of the book (p.551) in the comment that the more "militant" Mexican-Americans are called "Chicanos". This viewpoint gives inadequate recognition to the all-encompassing scope of the word "Chicano". Although in the 1960's militants adopted this term to express disdain for their "hyphenated" status as Mexican-Americans, its use has long since spread and been adopted by establishment figures and the communtity at large. This 1980 publication should certainly reflect this changed reality.

The same problem holds true for colonial life in New Spain: inadequate, except for subsections on treatment of Indians and Africans. Spain's impact on government, social structure, land-owning patterns in the New World, (all important influences in the nature of Latin American relations with the U.S.), is omitted entirely. Not only are pre-Columbian and colonial Latin American history avoided or only cursorily mentioned, but other major events and processes are also not discussed: the wars for independence, the Good Neighbor Policy, the Alliance for Progress, multinational investment, and U.S. military interventions in the region.

To some extent, the provision of bibliographies of books and films with which to obtain additional information and supplementary explanations in the margins of the Teacher's Edition compensates for the general absence of information on Latin America. But, I do feel that the author could have conveniently included more Latin America background material in the narrative without compromising the book's ability to deal with issues in U.S. politics and society. Although the Teacher's Edition contains a great deal of guides to further understanding of Latin America, it cannot be relied on to give students the broad based knowledge of Latin American societies and their interactions with the United States necessary to develop critical thinking about our relations with the area.

Overall, the combination of the book's conceptual innovations and suggestions of supplementary materials have influenced my recommendation of it as adequate for classroom use. However, it is far from perfect. More extensive references to the legacy of early Latin American culture and factors in contemporary U.S.-Latin American relations are needed for developing an effective program of study.

SUMMARY OF FINDINGS AND RECOMMENDATIONS (LATIN AMERICA)

It is necessary at the beginning to make some mention of the focus of U.S. history textbooks, as distinct from world cultures texts, and the implications of that focus for the establishment of guidelines for international area review. The common purpose of the ten books under review is, as should be expected, to foster understanding of the history and culture of the United States. Therefore, it is to some extent understandable when histories of other areas are presented only in the context of interaction with the U.S. The concern of the international area studies reviewer, or, at least this reviewer, is to evaluate the extent to which these books have been effective in taking advantage of opportunities for integrating background information on aspects of foreign culture without compromising their ability to deal with historical and contemporary American society.

FINDINGS: On the whole, the textbooks reviewed in this study are devoid of gross inaccuracies and stereotypes in their portrayal of Latin American historical personages, reflecting a cognizance among most of the publishers of the need to revise the traditional pejorative treatment of Latin American cultures. The one discouraging reminder of the past is the Ginn and Company text, American History For Today, in which distorted views of Latin American culture remain as entrenched as ever through non-representation and misrepresentation of figures in Latin American and Caribbean history.

Allowing for the inevitable exceptions and inconsistencies, there are some observable central tendencies among the books reviewed which allow for the following elementary aggregations: 1) texts which are openly parochial in their approach, but nonetheless give students an adequate foundation of the philosophy of U.S. foreign policy and its interface with Latin America; 2) texts which are parochial in their approach and are too superficial and/or ethnocentric to enable cognitive and affective understanding of decisive forces in U.S.-Latin American relationships; 3) texts which manifest a hemispheric scope and present episodes in the history and culture of Latin America unrelated to U.S. involvement in the region, but at the expense of understanding the foundation and practice of U.S. foreign policy; 4) texts which are hemispheric in scope without compromising analysis of American foreign policy.

The first category of texts is also the largest. A common thoroughness of approach to U.S. policy toward Latin America and concommitant superficial analysis of Latin America culture characterizes The American Way, America! America!, Two Centuries of Progress, and Let Freedom Ring. Among these four texts, The American Way and Let Freedom Ring most frequently and effectively use Latin America area material to illustrate such concepts as expansionism, national security, dollar diplomacy, and on occasion, cultural diversity.

The second category applies to those books which neither exercise a Latin America perspective nor contribute significantly to understanding of U.S. foreign policy. American History For Today falls most firmly into this category because of its simplistically benevolent view of U.S. policies toward Latin America and its correspondingly prejudicial treatment of Latin American culture. Although less biased and slightly more attentive to Latin American culture, We The People and American Adventures also belong in this category. Factual information on U.S. foreign policy and Latin American culture in these books is generally too insufficient to provide students with beyond the most simplistic understanding of processes and events related to Latin America.

America: Its Peoples and Values has its own category because of its inclusion on the one hand of significant elements of Latin American history from colonial rule to the close of the nineteenth century, and avoidance on the other hand, of the philosophy and practice of U.S. interactions with the region.

This Is America's Story and The Free and The Brave merit classification in the fourth category for their generally clear and insightful coverage of Latin America both apart from and in relation to forces shaping U.S. foreign policy. The former is the only text reviewed that adequately describes the Latin American independence movements and the class antipathies that ignited revolution. It also stands alone in linking the past with the present in analyzing the socio-economic realities of contemporary U.S.-Latin American relations. The great strength of The Free and The Brave lies in its inclusion of Latin American perspectives of U.S. military interventions, thereby encouraging objective inquiry into the affective aspects of America's present-day problems in the area. Although problems of uneven quality abound in even these texts, the publishers deserve commendation for their sense of the significant in using Latin America area concepts related to U.S. society.

The reviewer's highlights of the most common deficiencies which permeate the ten texts are as follows:

1. Controversial issues are omitted. In Latin America, these usually concern the dependence of Latin American nations on the decisions made by multinationals operating in those countries, and the U.S. policy of support for right-wing dictatorships. Neither issue is addressed in any of the texts.

2. Accounts of U.S. State Department interventions in Central and South America are missing in the majority of these U.S. histories. The treatments of incursions into the Caribbean, and to a lesser extent, Mexico, tend to display any one of three types of ethnocentric patinas: national security, humanitarianism, or manifest destiny. Cultural sovereignty is rarely at issue.

3. Aside from the Panama Canal Treaty, issues in contemporary relations between the U.S. and Latin America are neglected. Thus. for example, the emergence of Brazil and Mexico as hemispheric powers in the 1980s is ignored.

RECOMMENDATIONS:

1. More of a Latin America area perspective should be integrated into accounts of U.S. relations with the area. Latin American source materials could be used to reveal reactions to U.S. policies, similar to the way the American Adventures text used British political cartoons of the U.S. revolution.

2. Brazil comprises approximately half the population and half the area of the South American continent and yet is completely ignored in all but one of the texts. At the very least, the language and culture of Brazil should be acknowledged to correct the impression that Latin America is only Spanish-speaking and culturally homogenous.

3. Several of the books' chronological focus on events in Latin America creates confusion in grasping the significance of certain concepts and generalizations. More effort should be made to explore ideas related to Latin America and develop them with continuity and sequence. A positive example is the treatment in Let Freedom Ring of the Spanish American War and its legacy of U.S. dominance of Cuban affairs.

4. Accounts of the battles of the Mexican War and the Spanish American War, while dramatic, are themselves unimportant. More emphasis should be placed on the causes and effects of these and other wars. Such an emphasis will help students understand that the acute problem in inter-American relations at this juncture is U.S. apathy and strong anti-Yankee sentiment in Latin America, aroused mainly by continuous U.S. military and economic interventions in the region.

Reviewer #15

American History For Today

Ginn and Company

Overall, the references here are few and far between and even then, superficial. The first allusion does not come until a description of the French and Indian War occurs at which time the authors acknowledge the French explorations of two centuries before. There is a passing reference to Wolfe's attack on "the big fort."

The four pages given over to the War of 1812 provide scant detail. We are eventually told that Canada is in NATO and that Canada fought in the Korean War.

Reviewer #15

America: Its People and Values

Harcourt, Brace and Jovanovich

This book includes an ample series of references to Canada though once again, after the War of 1812, these tend to diminish. The section on New France, about 7 pages with good maps, inclines to the movement down the Mississippi River rather than to the settlement of Quebec. The Conquest is studied quite thoroughly though succinctly and is accompanied by intelligent maps. The Quebec Act is acknowledged in terms of its impact on American coloniests. The War of 1812 likewise is treated in terms of the American point of view though the War of 1812 is reported quite objectively. The Oregon Dispute is described with a good map. The references to Canada thereafter are cursory but correct. Most interesting is the reference to and map-illustration of the Underground Railway extending into Canada. There is a good treatment of the St. Lawrence Seaway, and further citation of Canada's presence in NATO, in the Korean War.

Reviewer #15

We the People

D.C. Heath

The coverage of Canada proceeds from the settlement of New France through to the Oregon Boundary Dispute and stops there. Five pages pertain to New France and feature a profile of Champlain and a passing reference to the system of government established there. There is a picture of a trapper.

The characterization of the French and Indian War contains a passing reference to England having defeated France. The depiction of the War of 1812 takes about two hundred words. "Americans were proud that their nation had defended itself. The United States did not conquer Canada." Finally, there is an allusion to the settlement of the Oregon Boundary issue but no indication that a real quarrel had ensued (nor even the citation of Polk's "54 40 or Fight" slogan).

In short, once again, there is no real identification of Canada as a joint custodian of North American nor any real recognition taht Canada is a nation.

Reviewer #15

The American Way

Holt, Rinehart and Winston

Though the number of references to Canada are no more nor less than are to be found in the majority of the textbooks examined, this volume does deploy a useful and handsome set of illustrations. Of the five pages which treat New France, half are given over to Champlain. This section is quite thorough under the circumstances and benefits from a map of expedition routes, an engraving of the cover of Champlain's history of his voyages an engraving of the fortress of Quebec City and another of a convent in Quebec.

Similarly, the Montcalm-Wolfe battle is treated intelligently as is the particular import of the Treaty of Paris and the victory of the British. There is a half-page engraving of the assault on Quebec City by Wolfe.

A single reference to the Quebec Act is still useful and makes clear to the reader that "Protestant New Englanders were not happy with the idea of religious toleration for Roman Catholics."

A few lines describe Benedict Arnold's defeat at Quebec in 1775 and the subsequent decision by the Americans to "give up the idea of taking Canada".

Half a page each is given over to the Oregon Boundary Dispute and to the Maine Boundary Dispute. Rather suprisingly, the description of the latter is the most thorough.

Ten thorough pages describe the War of 1812 with illustrations though none of a campaign or scene in Canada. At the Treaty of Ghent, "the treaty and the war were thought by many (Americans) as a victory".

Reviewer #15

This Is America's Story

Houghton, Mifflin Company

This is far and away the most ambitious of the texts with respect to Canada. While the formative years are treated in much the same way as the other volumes, there are two chapters given over to "How Canada Became an Independent Nation?" (7 pages). The initial chapter treats the effects of the Conquest, discusses the Loyalists exile, the origins of British Canada and Lord Durham's report. Maps and illustrations are included. The other chapter brings Canada's history forward from that time, through Confederation, describes the organization of the federal government and concludes with acknowledgement of Canada's place in the modern industrial world. There are photographs included of the Parliament Buildings and of the St. Lawrence Seaway.

Reviewer #15

Two Centuries of Progress

Laidlaw

Two pages depict the settlement of New France, another two describe the Wolfe-Montcalm struggle and the subsequent Treaty of Paris. There is a half/column cut of a picture of the Battle on the Plains of Abraham in Quebec City.

The Quebec Act is given passing remark as is the flight of Loyalists to Canada. This flight, by the way, which is so important to Canadians is scarcely ever mentioned in these textbooks.

There are four conventional pages describing the War of 1812 with no illustrations relevant to this critique.

Thereafter, there is a passing remark about Irish migration to the U.S. and Canada, about the underground railway to Canada, about Canada's attendance at Pat American Conferences and about Canada's membership in NATO.

Reviewer #15

The Free and the Brave

Rand McNally

One of the really extensive accounts of New France is provided here in a chapter of 15 pages. This includes numerous illustrations, quotes from explorers like Cartier, a good map describing the journeys of Champlain and Brule (who is almost never mentioned elsewhere) and a detailed account of the life and civilizations of the habitants and the seigneurs.

Approximately two pages depict the struggle between Wolfe and Montcalm and the Treaty of Paris. There is a passing reference to the Quebec Act.

The War of 1812 is given extensive coverage but the particular place of Canada in the hostilities is limited to citations of battlegrounds there.

Finally, there is a passing remark about the underground railway into Canada and another identifying Canada as a World War II ally.

Reviewer #15

American Adventures

Scholastic Book Service

One might be misled by the number of references to Canada in the index of a book such as American Adventures. There are twenty-six in all but most entail the citation of the word Canada in, say, a list of the nations which formed the Allies in World War Two or as the end of the Underground Railway for escaping slaves (though nothing is said about those slaves' fate once they arrive in Canada or why Canada didn't have slaves, etc, etc) or as the source of liquor smuggling during Prohibition.

Where one might expect to find some elaboration of a major historical moment e.g. the development of New France, the French and Indian War or the War of 1812, there is scant achievement.

In short, the WHAT and WHY of Canada as a distinct nation and and a co-inhabitant of North America, are never established.

Reviewer #15

America! America!

Scott Foresman

In a volume of 704 pages, there are exactly three references to Canada:

A. Approximately three pages are given over to the settlement of New France. These describe the creation of the Seigneurial System, the emergence of the fur trade, the ambition of the Jesuit missionaries, the mode of government and explorations south along the Mississippi River. The two illustrations depict a seigneur (an early woodcut) and George Catlin's painting of LaSalle claiming Louisiana. There are useful study questions inserted as marginalia. The information offered is accurate.

B. Approximately three pages are given over to the French and Indian Wars, to the Treaty of Paris and to the immediate consequences of the conquest of Quebec. A colored map depicts the post-war territories claimed by Britain and France. West's painting of the death of General Wolfe is given half a page. The information and the interpretation of the war's results are accurate.

C. Approximately six pages are given over to the War of 1812, including a description of the origins of the conflict, the major campaigns and the Treaty of Ghent which resolved the dispute.

There are no subsequent references to Canada. It should be added, however, that the sections mentioned above are composed carefully, clearly and in a mature style which, hopefully, students can master.

Reviewer #15

Let Freedom Ring

Silver Burdette Company

Approximately three pages are devoted to "The French Explorers": Cartier, Champlain and most particulary, LaSalle. A remark or two is passed about the fur trade and the activities of missionaries but the emphasis is on LaSalle's explorations south to the Gulf. No real effort is made to distinguish the settlement of New France in what would become Canada.

Three brief paragraphs describe the battle between Montcalm and Wolfe and the Treaty of Paris. There are two small maps which delineate British, French and Spanish territories before and after 1763.

Six pages account for the War of 1812 and include a map and a color reproduction of a painting of the Battle of Lake Erie. The causes of the conflict, the major campaigns including the burning of York (now Toronto) by Americans, are all presented clearly, accurately and objectively.

Finally, there are a pair of references to the migration of Canadians to the United States in the 1920's.

Summary of Findings and Evaluations

Reviewer #15 (Canada)

Granted that these textbooks are devoted to the growth of American Civilization, still that growth has taken place in the context of the North American continent and adjacent to a nation that followed another course to the present. If only for purposes of comparison and contrast, a regular acknowledgement of the Canadian experience seems useful.

What should be obvious is that after the War of 1812, the United States apparently will have little if anything to do with Canada or so most of these books would indicate. The student is unlikely to appreciate from his/her readings in most of these books that Canada became a nation in 1867. By halting at 1814, the authors fail to distinguish between Canada as a colony and Canada as a nation. The word "Canadian" seldom appears.

The treatments of the French and Indian War vary considerably in their detail but overall do not make clear the extensive amount of terrain under dispute, the fortress system spread across the Great Lakes basin and the Ohio Valley or the extremely bitter and brutal nature of that struggle.

One result of the Revolutionary War was the reduction of British North America (a term almost never used anywhere) to the present limits of Canada. The flight of thousands of Loyalists into Canada who preferred to remain British rather than continue as Americans is seldom hinted at. Yet this exodus implies something about patriotism and about American systems which the student might well appreciate.

Under the circumstances, we doubt if publishers will want to rewrite these books just to satisfy the Canadian dimension. Hopefully, teachers will at least take a look at the Houghton Mifflin textbook, This Is America's Story, which, as noted in the narrative review, is most elaborate and thorough in its regard for our neighbor.

REVIEWER #16-A

AMERICAN HISTORY FOR TODAY

Ginn and Company

The organization and layout of this textbook is conducive to learning. The chapters are sub-divided into smaller sections, thus making it easier for students to organize and understand the material presented. To further aid students, each section is followed by a list of "main points to remember" from the preceding chapter, enabling the reader to experience instant recall of preceding information. The questions and suggestions for classroom activities at the end of each chapter are well stated and should provide motivation for discussion.

The pictorial presentations in the textbook are dull and lifeless. There are no color pictures in this textbook, and the black and white pictures included are not always relevant to the context of the particular page they appear on. The irrelevancy of the pictures to the information alters the flow of the details expressed on a particular event in history. Also, the majority of the pictures presented are of white males. There are a few pictures of women, Black Americans, and other minority groups. Maps included in this textbook are appropriately located and accurately presented, but are colorless and too few in number.

The majority of the information concerning individuals in this textbook concentrates on people who were well-known politically. There is little information on persons who were important as a result of their social or cultural contributions to society.

Throughout this textbook, there are lengthy verbal insets placed within the chapters. These insets tend to disrupt the continuity of the text and make it difficult to follow the general theme of a particular chapter. For example, the inset on page 216 concentrates on the Mormons, while the surrounding information deals with the Mexican War and the division within the United States. Also, these insets tend to focus on minorities, thereby presenting a bias by isolating the information on the minority. This type of bias is evident in the inset on page 265 in which the Black American successes during the post-Civil War years are isolated from the main text.

Throughout the textbook, there are instances of bias against racial minorities manifested by the glossing over or omission of controversial topics which might be damaging to the character or portrayal of the white majority. This is evident in several sections of the text, for example, in the presentation of the era of the Southern "Cotton Kingdom" the treatment of Black American slaves by the white population is barely mentioned. Few details of the brutal treatment of Black Americans are presented, with the slaves' plight presented only in vague generalities.

Information about the contributions of Black American culture to American society is sparse. Black Americans are generally mentioned in conjunction with their fight for civil rights. Names such as Booker T. Washington, Martin Luther King, Jr., and Harriet Tubman are mentioned, but with little detail. There is little information included concerning their contributions politically, culturally, or socially to American society. The Black American culture seems to be included only to help explain the experience of the white majority culture, but not as an integral part of United States history in its own right.

Women are generally presented in their stereotypical roles as wife and mother. When there are pictures of women, they are depicted in their traditional roles, exemplified by the pictures on pages 220 and 308. This textbook makes little mention of the contributions of women in education, technology, or any other field.

In presenting information about the American Indians, this textbook is typical in its use of the stereotypes connected with their culture. American Indians are credited with few accomplishments and only mentioned to any degree in the first few chapters of the textbook. The textbook speaks of the non-progression of the American Indians and acknowledges only their talents in the fields of fishing, hunting, and farming. Examples of this type of stereotyping can be found on page three. They are discriminated against by a linguistic bias in which the use of words typically associated with American Indians are used to slant the presentation of information unfavorably. On page 130, an American Indian confrontation is described as a "massacre" instead of a battle. The progress made by the American Indian in such fields as government or art are not elaborated upon and insufficient credit is given to the American Indian culture as a civilization of great accomplishments and complicated life styles.

In conclusion, this textbook is well-organized and contains aids to help students understand the material presented. It offers such items as "main points to remember" that assist the student experiencing difficulty in comprehending the information; and it is written in a style that can hold the interest of a motivated student. The shortcomings of this textbook fall within the content of the material. There is insufficient material presented on minorities, with oversimplification of the information which is presented. The "white man" is glorified and his faults minimized. There is not enough color or "life" in the pictures or maps to hold a student's interest, but they are accurate. The content of this textbook, with its instances of biased information needs improvement, but the overall organization of the textbook is conducive to learning and cognizant of the varying reading skills of today's students.

REVIEWER #16-B

AMERICA: ITS PEOPLE AND VALUES

Harcourt, Brace and Jovanovich

Two objectives are stated in the teacher's manual for this textbook. One objective is to develop critical thinking as applied to United States history. This can be attained by using sections called "Inquiry Skills" which provide practice in identifying problems, using sources, and evaluating evidence. The other objective stated is to teach history; but it is not so easily accomplished. The attempt to teach history is clouded by a limited point of view and by omissions which detract from the authenticity of the textbook.

It appears that the authors consider historical events from one viewpoint only; the viewpoint of those in power at the time. For example, the Western Hemisphere is presented as a new world which is "discovered" by explorers. The new world cultures encountered are judged not as "great" as European culture. (page 8) The subjugation of native people by soldiers and explorers is viewed in the light of what is gained for Europeans and not through whose civilizations were destroyed. A white colonial viewpoint considers American Indians a "problem" and land "unpopulated" unless white men and women settle it. This narrow point of view continues as the authors fail to emphasize the brutal realities and the basic injustices of slavery. Instead, we are reassured that some masters were kind. (page 373) Sharecropping is seen as a solution to a labor problem and not as economic bondage. The inner city ghettos crowded with unemployed Black American people during the 1960's is viewed as a condition which "soon led to a dangerous situation". (page 790) These are just a few examples to illustrate the narrow approach used throughout this textbook.

In addition to a limited viewpoint, serious omissions in the textbook cause one to question the authenticity of the history presented. The use of the generic "he" results in no mention of women when they were certainly present. What slavery meant for Black American women is omitted. As for women's rights, we do learn about Seneca Falls, but not about the continuing battle for voting rights in the early 1900's.

Another significant omission is that all connections between economic greed and racist legislation are ignored. The profit motive for racism as experienced by Black Americans, American Indians, Hispanics, Chinese, Japanese, and other minorities is not discussed. The internment of the Japanese during World War II is completely ignored.

An entire period during the 1950's has been omitted since there is no mention of the House Un-American Activities Committee and McCarthyism which posed such a threat to human rights. Absent also is the peace movement of the sixties and early seventies which certainly effected a change in national policy.

The authors have chosen to omit present day handicapped people and the advances which they have made in attaining educational rights and barrier free access to public buildings. The contributions and problems of the aged are also ignored.

On the other hand, Black American leaders and organizations are discussed in some detail as is the Civil Rights Movement. However, the authors fail to mention Rosa Parks who would certainly be a candidate for a "Biographical Feature". This is a one-page feature highlighting in words and pictures the contributions of individuals. Of the twenty-seven individuals wo featured, only five are women -- another omission of importance.

Significant omissions contribute to the bias of this textbook. Having a viewpoint limited to that of the power structure also reflects bias. Because viewpoint and omission are difficult to recognize as biasing elements, they were highlighted in this review. Other elements of bias are present in the textbook, but they are more easily recognized. On the other hand, the authors do state that conditions are still poor for minorities and the Kerner Report findings are quoted. (pages 790-791) Perhaps with a more representative consultant staff, a more realistic presentation of history would result.

WE THE PEOPLE

D. C. Heath and Company

REVIEWERS #16-C

WE THE PEOPLE, published by D. C. Heath and Company, is an overview of the history of the United States. It is composed of ten units divided into twenty-five chapters. Each chapter is divided into three parts. Each part has an introductory story which sets the stage and introduces the historical situations and appropriate vocabulary. This is followed by an informative section. Each factual section starts with a question, then proceeds to answer that question. The rationale is to provide a range of learning experiences and to attempt a balance among the social science disciplines. The textbook's lack of extensive information from economic and historical perspectives provides an incomplete framework for student analysis.

The textbook is creatively designed for student interest. The sentences are short and the print large. The readability level seems adequate for the average and below average level but seems to lack challenge for the above average student. The style of writing appears appealing to the student.

There are many good, colorful, and adequately captioned illustrations. There are charts and maps that support the material and are of interest to the students; however, these are not referred to in the content area. Some of the photographs used tend to stereotype minority groups and women in sexist roles. The charts and maps are simple and generally inclusive except for the time line presented at the beginning of each unit. While Alexander G. Bell's invention of the telephone was included, matters such as the inventions of Henry Ford and Thomas Edison and the California gold rush were ignored. The world map on pages 582-583 is of little value since it is difficult to identify many regions of the world.

The textbook is designed so that films, filmstrips, and other selected readings suggested in the teacher's manual can be used as supplemental materials. Only with careful utilization and integration of supplementary materials into the total program could this textbook be used as a study of United States history.

The authors tried to present the material in a manner keeping with the perceptions, attitudes, and the concerns of the times. This is demonstrated in the story form used to introduce each chapter section. An attempt was made to present the accomplishments and the contributions of minorities but this was limited mostly to tokenism. Most of these achievements were in picture form, although some attention was given to Martin Luther King, Jr. and Rosa Parks, among others. The textbook did not treat adequately the struggle of minorities against opposing forces nor racism in contemporary society. More information about Black

Americans should be included. There should be an acknowledgement of the Black Americans' contributions in forming the nation. Care should be taken that the preferred noun "Black American" be used in the textbook rather than the word "Negro" which has many negative connotations. While some attention was given to the civil rights movement, it was not expanded upon.

Hispanic groups and Asians were mentioned more in captioned photographs than in reading selections. The only Hispanic group dealt with were the Spaniards and the Mexicans. The Cubans and the Puerto Ricans were briefly mentioned. The result was to given an inadequate presentation of the groups as a whole. This textbook needs to include more about the culture and the contributions to our society of Cubans and others such as Cuban revolutionary leaders, Mexican leaders, explorers, artists, musicians, scientists, and other noteworthy Hispanics.

While the authors recognized the unfair treatment of the American Indian by the Federal government as well as immigration of settlers on American Indian territory, there was a paucity of attention given to their contributions. There was neither empathy nor sympathy for the fate of the American Indian. Little attention was given to the great Indian tribal leaders, nor mention made to the fact that they changed the way wars are fought nor how they helped the colonists to survive the hardships they encountered in a new land. The dearth of knowledge of their way of life perpetuates bias in the student's understanding of the American Indian.

There is limited material on women, the handicapped, and the elderly. That, which is there, is presented in a fragmented and isolated manner. There is need to include more information of the role of women in exploration, pioneering, politics, war, and family life. Although the textbook stories attempt to dramatize the role of women, they fail to emphasize the hardships encountered and their contributions. This is also true in the treatment of the handicapped and the elderly.

THE AMERICAN WAY

Holt, Rinehart and Winston

REVIEWERS #16-D

THE AMERICAN WAY is designed for use in an eighth grade classroom. The reading level appears to be adequate for those reading at or above eighth grade level. However, for the student reading below grade level, the textbook would be difficult to comprehend.

This is an interesting history book which utilizes the inquiry approach. The students are presented with open-ended questions at the beginning of each chapter section, under each picture, and as a follow-up for chapter review. The pupils are asked to make judgments and decisions after having read background information and facts. For example, "What did the war between the states achieve?" (pp. 452). The writing style provides enjoyable reading.

The activities at the end of each chapter are excellent examples of the integration of history and other content areas. Interviews, guest speakers, map exploration, essays, letter writing to particular groups and outside readings are all suggested to further the understanding of concepts under discussion.

The treatment of handicappers is often left out of the textbook or merely glossed over. Current legislation could have been included in the latter chapters as a follow-up to the work of pioneers in the area of educating the handicapped such as Gallaudet, Howe and Dix (pp. 341-343). Pictures could also help the students to understand that the handicapped are often productive members of society.

The textbook did an adequate job of highlighting minority and female issues and the people who shaped them. It is devoid of sex stereotyping and offers biographies of women not typically presented in history textbooks. White males did dominate the pictures, though it must be noted that American history in the early years was formed primarily by white European males, often, one can assume, because they had more political and legal rights. Family pictures, however, were traditional, showing father, mother, and children without exception. Immigrant, Black American, and white families were all portrayed in this manner.

Although the women's movement was briefly mentioned as a driving force through the 1960's, problems and issues such as day care centers, family role redefinitions, and the effects of inflation on family incomes were passed over. These things represent a change in the way of life of the American family and should have been integrated into current history.

Also, there were no first ladies mentioned in the book other than Abigail Adams and Eleanor Roosevelt. In recent presidencies, first ladies have been instrumental in providing political support for their husbands as well as being catalysts for change in areas such as equal rights, mental health, birth defects, the aged and the arts. Their contributions should not be ignored.

Certain noteworthy historical events that could add to a student's sense of national and historical pride were not included. Why was the story of the Statue of Liberty left out? It would have been an appropriate addition to the "Feature" pages of the book. What about our Centennial and Bicentennial celebrations, or the first flag that was sewn by Betsy Ross? These events add to the rich color and sense of history that helped shape America. Finally, what about natural and man-made disasters such as the San Francisco earthquake of 1906 or the great Chicago fire? These provide instances of Americans working together to rebuild our great city centers.

A further criticism of the textbook is the occasional use of emotionally-toned words, and in one instance, inaccurate information. Examples include the term "cheap labor" to describe Mexican Americans and Japanese immigrants. This term could be omitted and the idea rephrased in a non-degrading manner. The textbook contains the statements, "What held (white) people back in their dream of going west were the Native Americans who lived there" (p. 288) and "The free Blacks in the cities created more and more problems for the whites." (p. 352). Both of these statements imply fault in the minority groups rather than a case of white Europeans' group supremacy attitudes causing conflicts with peoples of differing racial and ethnic backgrounds. Also, a glaring error occurs on page 429; the American flag is represented as having forty-eight stars in 1861, which it did not have.

The book is organized using clear time lines which are diagrammed at the beginning of each chapter and move in a cohesive manner throughout the book. The graphs, maps and photographs also provide examples of concrete visual aids. The integration of material concerning ethnic peoples, women and minority groups is somewhat choppy. The information is included in the appropriate areas; however, it is usually listed under separate headings rather than as a part of the totality of United States history. This does not seriously interrupt the flow of the book, but it does leave the reader with the impression that these groups were and are fighting for concerns that are somehow separate from the rest of the population. In addition, the index is not adequate. A separate index of people would be helpful.

In conclusion, we found the textbook to be readable and presented in a logical, enjoyable style. The problem areas, which were few in relationship to the total book, could be easily dealt with in the classroom by a teacher who is cognizant of the weaknesses.

THIS IS AMERICA'S STORY

Houghton/Mifflin

REVIEWER #16-E

This is America's Story is an attractive textbook with many colorful photographs, drawings, maps, and charts. It is developed in a logical and interesting format. The print and reading level is appropriate for eighth grade students. The style of writing is refreshing and should keep the interest of the reader.

The table of contents lists the units and chapters within each unit. The excellent reference section at the end of the book consists of the Constitution and Amendments with explanatory notes on the side, various charts, a supplementary reading list corresponding to each unit, and an easy-to-follow index.

The organization is sequential and logical. Each of the ten units is introduced with a brief overview; and each chapter begins with "What This Chapter is About" and questions to guide the reading. The section headings (in question form), subheadings, and paragraph topic sentences carry forward the concepts presented in each unit and chapter introduction. Used in combination, all the headings make an outline of each unit. Each chapter has a time-line covering the years discussed and check-up questions. The end of each unit has a summary, a review, a section for gaining new skills, a list of interesting things to do, and a test. The organization constantly reinforces an understanding of the subject matter and helps achieve the four basic objectives of the textbook. The four goals are to help students: (1) to understand the history of our country, (2) to appreciate history, (3) to master basic study skills, and (4) to use the skills of analysis and "critical thinking."

The factual material and historical concepts are presented in a manner which facilitates understanding and is enjoyable to read. Most concepts are related to student's experiences, and more difficult ones are explained through the use of cartoons. Different points of view are shown for controversial issues. Students are often asked to put themselves in other people's shoes. Various approaches to presenting factual material are used...eye-witness accounts, speeches, imaginary letters, and excerpts from documents. Difficult words are defined in italics. Hard-to-pronounce words are also put in italics and spelled phonetically. This enables the students to read without interruption. The excellent maps and charts all correlate to the written narrative.

All individuals and groups are treated with dignity, and their contributions and influence on America are pointed out. The "Linking Past and Present" section is an excellent vehicle for presenting various groups who helped mold our country. The injustices against minorities, particularly the American Indians and the Black Americans, are discussed objectively. The government policy of breaking treaties with the American Indians and taking their land is told honestly; while slavery is shown as debasing to humans.

There are a few instances of inaccurate terminology. The term "brave" is used even though it is not an American Indian word. The American Indians are referred to as just "Indians," and Black Americans are called "blacks" and "Negroes" interchangeably.

The major weakness of the textbook is the omission of women throughout history. Only sixteen American women are mentioned by name in 708 pages of history. Rosalynn Carter is named only because she happens to be in a photograph with her husband.

Dolly Madison is mentioned as being a "gracious hostess" for her husband. Not even Martha Washington or Betsy Ross have the privilege of being mentioned. Of the eighteen biographical sketches throughout the book, only one is about a woman, Clara Barton. While the textbook itself is sexist, the terminology is generally non-sexist.

The authors and consultants use accurate, up-to-date material and combine this information with a knowledge of teaching strategies which enhance learning and enjoyment in their readers. They use an early seventh grade reading level (according to the Fry Readability Formula) for eighth grade students because historical subject matter cannot be read at the same level as fiction.

In summary, the reviewers feel that a major weakness of the textbook is its under representation of women in United State history, both in pictures and narrative. Aside from this major shortcoming, the reviewers feel that the authors succeed in producing a relatively unbiased and accurate textbook depicting the United States as a multi-ethnic and multi-racial society.

TWO CENTURIES OF PROGRESS

Laidlaw Brothers

REVIEWERS #16-F

Overall, this textbook is excellent. It is lacking, however, in its treatment of American Indians, Black Americans, Hispanics, women, and other minorities. Both American Indians and Mexican Americans suffered much discrimination in the newly acquired lands. Culture conflicts and discrimination still persist in the present day; but little information is provided about these issues.

The account by the archaeologist of the migration of American Indians should not be given precedence over the fact that they were the original inhabitants of our country and should be portrayed as such. Different tribes are referred to as societies rather than nations with separate cultures and interests. American Indians are almost always viewed as constant enemies of the white European settlers; when, in fact, the American Indians' participation in the French and Indian Wars needs to be explained as a survival method rather than because they are hostile.

In this textbook, the history and culture of Hispanics does not receive balanced treatment. Substantive information about these people is lacking; for example; in the study of western expansion, the textbook fails to provide significant information about Hispanics. The textbook seems to suffer from little information in regard to their achievements and contributions. As a matter of fact, very few pages of the 690 page volume are devoted exclusively to this group. Specifically, page 688 defines the term "Chicanos" and all that the term implies in less than one paragraph.

The treatment of Black Americans in this textbook, although limited, is better represented than that of most minorities. They are sparsely mentioned throughout the textbook and are only focused upon the issues involving slavery and equal rights. The textbook relates the issues and controversies of Black Americans very well; but mentions only the most obvious ones. Other outstanding Black American names like Rosa Parks and Barbara Jordan should be recorded along with that of Martin Luther King, Jr.'s. On page 665 the textbook describes poverty in the United States but, in the illustration, the only people shown as poor are Black Americans. We feel that this is equating poverty with Black Americans, thus stereotyping Black people as always being of the lower class and poverty stricken.

The efforts, struggles, and contributions of women are hardly mentioned before page 500 of this 650 page volume, neither in the subject matter nor in the illustrations. However, from this page until the end of the textbook, the information dealing with women is depicted in a more balance representative manner. It gives an excellent account of their struggles and trials to obtain total equality in such areas of women's suffrage. By showing women in such positions as doctors, pilots, mechanics, and politicians, the textbook has attempted to eliminate stereotypes concerning occupational roles.

The treatment of the Middle Eastern area only encompasses two pages. This area has been neglected and at times information relating to Middle Eastern culture, history, and politics is almost non-existent. The complexity of the area and the nature of the relations between our country and these Middle Eastern countries need to be expanded upon since there has been a heavy immigration of these people to Michigan, especially to the Detroit metropolitan area.

Aside from mentioning President Franklin D. Roosevelt's handicap, a result of polio, the publishers make no mention about the handicapped nor the aged in our society.

In general, TWO CENTURIES OF PROGRESS is concept-oriented with a wide range of skills and questions. The information is presented in a logically well-organized format. Nevertheless, it appears that the reading level would lend itself more toward the highly motivated students; hence, it would not be a suitable textbook for students with special problems. The physical appearance of the textbook is appealing and interesting. The print is legible; it is colorful and appropriately illustrated with captions. It contains many informative maps, charts and graphs. Each chapter also contains a picture-essay and a special feature page to stimulate discussion.

There is a detailed teacher's guide to assist the teacher in presenting the lesson. Accompanying the guide are suggested tests for each unit. The final pages contain multimedia materials suited to each unit.

THE FREE AND THE BRAVE

Rand McNally & Company

REVIEWERS #16-G

The Free and the Brave, published by Rand McNally & Company, includes a student textbook, student workbook and an annotated teacher's guide. The textbook presents an overall, well-balanced design of content material for use in today's multi-faceted society. The textbook's strongest features are its well organized presentation of events that shaped American society and its usage of the inquiry approach in teaching students. The textbook is set up in such a way as to encourage the reader to question and discuss openly the events presented. The students are given the opportunity to their own opinions and reactions to many problems as well as being asked factual information.

The textbook deals with many controversial issues. Although the authors make great efforts to present these issues, they use considerable unsubstantiated quotations. These quotes are possible misrepresentations of actual occurrences. An illustration of this misrepresentation is a quotation used to show how the American Indians felt about losing their land. The textbook states, "One Indian later said: They made us many promises, more than I can remember. But they never kept but one. They promised to take our land, and they took it." (p.472). The validity of such a quotation must be questioned because of its source "one Indian". If the textbook really wanted to make a strong definitive statement, why didn't the authors quote the leaders of the tribes? The passage would have much more meaning and impact on the reader.

The content regarding some minority groups is isolated and presented only in separate paragraphs and chapters. There is an oversimplified concept of Indian tribal societies and the individual governmental policies within the tribes. Even less attention was given to the Hispanics, Middle East and Asians.

There are two major problems that affect the credibility of The Free and the Brave: 1) Fragmentation and isolation and 2) Unsubstantiated quotations. A good example of fragmentation and isolation is the treatment of the American Indian. These people who played an enormous role in the shaping of American culture were limited to a few brief pages in the textbook. In the chapter, "Coast-to-Coast Changes", the American Indian is discussed on only two of the pages. This chapter relates to the major changes in America from approximately the 1830's to 1880's. It deals with the new uses of oil, steel, electricity, the telephone, railroads, coal, cattle and "the Indians". The role of the American Indian in the American culture is buried in a chapter that discusses topics from the inventions of Thomas Edison to the oil deals of John D. Rockefeller. This clearly isolates the contributions and importance of the American Indian in our culture. When the American Indians are referred to in this chapter, the textbook deals with "Wars Over Indian Lands". This does not even relate to the other information in this chapter. It seems as though it was simply "stuck" in to take up space. This treatment of the American Indian gives the impression that they made no impact on the development of our society except for the fact that "their" land was a great source of controversy.

An outstanding problem which plagues the textbook is the numerous unsubstantiated quotations. These quotations permeate the entire textbook. This causes the reader to question the validity and accuracy of these statements which are possible misrepresentations of actual occurrences. When speaking of the possible violence at antislavery meetings, the textbook states, "One woman, when warned that an abolitionist meeting in Boston might end in violence replied, 'I have often wished...that I might be able to do something for the slaves. It seems to me that this is the very time and very day. You will see me at the meeting.'" (p.360). Who was this woman? Was she a leader of the abolitionist movement? If not, is this really how the majority of the abolitionists during this period felt? This type of misleading statement not only causes the reader to question the validity and accuracy of the material, but also oversimplifies many controversial and sensitive issues.

In summary, the overall approach of the textbook is good. The strong organization and use of the inquiry method to learning are two of its strongest areas. However, there are some serious problems with the textbook. The fragmentation and isolation of some minority groups such as the Hispanics, Asians and Black Americans, could leave the reader with the idea that these groups were unimportant in the development of American culture. The numerous, misplaced and unsubstantiated quotations can be confusing and misleading to the reader. The tendency in using these quotations is to generalize that if one person from a minority group says something, everyone from that group must feel the same way. In order to use this textbook effectively, the teacher and the student must be aware of these shortcomings. If these problems are overlooked, the view of United States history can be quite slanted and distorted.

AMERICAN ADVENTURES

Scholastic Book Services

REVIEW #16-H

American Adventures gives a positive initial impression because visually it is attractively constructed with easy-to-read print and a variety of eye-catching photographs, drawings and charts. The textbook is divided into four books that reflect different phases of United States history and each book is divided into six major topics or parts which are composed of an average of six chapters. The chapters are short, concise and require minimal reading time on any one subject. Numerous illustrations pertinent to the content show all aspects of the issues discussed and are enhanced by maps, charts, and graphs.

The authors of the textbook hope to create a basal program that is interesting and readable for eighth grade students of varying abilities and effective in presenting historical content. The foreword to the reader states that the textbook "is about people--all kinds of people--who made history". Numerous chapters are devoted to profiles of individuals or groups such as Harriet Tubman, Henry Ford, Babe Ruth, Fredrick Douglass and others, who shaped the course of events and help students see the "forest as well as the trees". Special attention is given to the visuals of the textbook and the result is not only interesting and attractive but an additional means of assimilating information.

The development of concepts is quite good provided each section of the unit is utilized. The teacher's manual provides chapter objectives and suggestions for activities to stimulate students prior to reading the material. Each unit begins with a "Looking Ahead" section that gives an overview of the time period and sets the stage for the chapters that follow. The material is presented in a straightforward manner with vocabulary and phrases that may need clarification defined in parentheses. At the end of the unit, in the "Looking Back" section, the emphasis is on putting events in chronological order, interpreting a literary selection and skill-building in using a map, chart or graph.

A variety of questioning techniques are utilized in the textbook with emphasis on student involvement. The questions at the end of each chapter require recall of facts, solicit student opinions and help students apply their newly acquired knowledge to situations relevant to present day life and ideas. Advanced students can be afforded the opportunity to expand their horizons with this line of questioning, while other ability levels benefit as well.

The sections of the textbook work well together, but if all are not used in entirety, students may have a difficult time piecing the information together. For example, in Part 5: The Great Depression, chapter topics range from the fall of Wall Street to moviemaking in Hollywood; from Roosevelt's New Deal to New York Mayor LaGuardia. The sequence of events within a unit and between units could prove to be confusing as the facts do not always progress in chronological order.

The textbook makes a concerted effort to relate the experiences of minorities and special groups to the reader. Attempts are made to present each group in an unbiased light without ignoring the struggle for equality and justice felt by many. Women and Black Americans are incorporated into the textbook without any apparent bias or stereotyping. Although both groups were given little or no status or sense of worth in America's early years, stories of courageous and noteworthy individuals such as Eleanor Roosevelt and Martin Luther King emphasize their importance in history. The reader is given a fair and accurate assessment of the experiences of these two groups. There is, however, an indication of poor representation of some groups.

American Indians receive rather vague treatment in the early part of the textbook and, at times, are referred to simply as 'Indians' rather than members of a specific tribe. The establishment of St. Augustine, Florida by the Spanish is considered "...the first permanent settlement in North America" (p.26) dismissing the existence or importance of any Indian settlement. It is also noted that Lewis and Clark "kept careful records of plants, animals and Indian tribes" (p.145) which depicts little regard for the worth of a proud people. While the plight of the American Indian is empathetically accounted, there is no mention made of them after the late 1800's.

Mexican Americans, while given limited coverage, are shown in only two occupational roles throughout the textbook. They are depicted as vaqueros in the 1700's and migrant farm workers in the 1900's. The effort of Cesar Chavez to unionize migrant workers is an important inclusion but stereotypes Mexican Americans with no mention of the group's other contributions and lifestyles.

The textbook does not address the concerns and treatment of the aged or the handicapped. A chapter dealing with Dorothea Dix's attempts to help the mentally ill in the early 1800's and a picture of a retired person joining the movement to the 'sunbelt' in the 1970's are the only entries concerning either group. As the textbook has exhibited an awareness of social issues and minority groups, the exclusion of these two groups seems to be an oversight.

The authors of the textbook have made an obvious effort to present historical content and give students a better understanding of the rationale that rules human behavior. Scandalous events such as the Teapot Dome incident, or errors in strategy, seen in the Bay of Pigs are not 'sugar-coated' or excluded because they reveal a negative side of America's history. Despite any shortcomings that may be cited, the textbook brings history to life and is a pleasure to look at and read.

America! America!
Scott, Foresman & Company

REVIEWERS #16-I

America! America! does an adequate job of showing the multiethnic and multiracial nature of American society, especially as it is developed historically. The textbook touched the character of American society as a growing and developing nation.

Copious pictures and drawings show the diversities and commonalities among the American people; especially do the picture present such a state of affairs as proper and normal.

According to pictures, families live in a wide variety of dwellings; old apartments in crowded urban areas, farm houses, new high-rise buildings, shacks, duplexes and more.

The textbook shows Black Americans and whites and American Indians along with other less visibly depicted ethnic groups.

Black Americans and whites are pictured in many kinds of roles. Black Americans, like whites, may be majors, doctors, and dentists, teachers, and military officers, as well as workers in other types of occupations, some of lesser status.

The text as a whole gives a good deal of attention to the contributions of outstanding Americans; many Black Americans from many walks of life figure in these lists, from Benjamin Banneker to Harriet Tubman to Thurgood Marshall. Martin Luther King, Jr., Frederick Douglass and Malcom X are all mentioned.

The textbook discusses slavery at great length and in great detail. To encourage empathy, children are asked how they would feel were they taken from their homes and enslaved. For the most part, however, the textbook tells children: the first Black Americans were bond servants, later made slaves. Slaves, both skilled workers and field hands, were badly treated and wrongly denied their freedom. While the textbook shows slaveowners as occasionally troubled by the immorality of slavery, the textbook also shows an impressive Southern plantation house made possible by "cotton gin slavery."

Several groups of American Indians are clearly explained, and different culture areas appear in the early part of the book, and in the end, "*A Way of Life*." American Indians are usually shown as the first inhabitants of an area. They engaged in farming as well as hunting. Those in the Southwest irrigated crops. Students are asked to compare Iroquois and Pueblo culture. Students are told that white settlers drove American Indians from American Indian land; that white diseases killed off American Indians, that treaties "broke down", and the like. Children are given American history from an American Indian, Chief Joseph's, point of view.

Other ethnic groups are less distinct. For the most part, they are immigrants. Pictures make clear the ethnic diversity of our people. The multi-ethnic character of the thirteen colonies is obscure, and several groups of current new comers get scanty notice. Immigrants are portrayed as city workers attracted by jobs in growing industry. The textbook is frank about their hardships and difficulties. Pictures show slums and sweatshops. Students are told that big cities still have "nationality groups" which have helped newcomers and kept old ways alive. "Many of these nationality ways have become part of American life." Nevertheless, immigrant ways were a source of "cultural shock" and "culture conflict."

American people are of diverse religious faiths. However, the textbooks do little to explain to the student specific practices or religious observances about which students often ask questions. At several points throughout the textbook students are to learn that people come to America for religious freedom, a right to which we are all entitled.

The textbook considers formally the conflicts among the diverse groups of our nation. "Unfairness," a word plain to the student, is a term used, although "racism," "discrimination," and "culture conflict" also appear. Students are also asked why it is unfair to judge people by their characteristic "differences" and what can be done about this injustice.

Language in the textbook is non-sexist. Typical words such as "people," "human adventure," "man and woman," "person," "we," "workers," and "children" are used.

Men and women, girls and boys, are clearly "there" in the social world of the past and present, though their roles in our society are not the subject of serious study; they are constantly changing.

Minority groups are discussed with respect; their achievements are acknowledged and the efforts of injustice plainly stated. Still minority groups are viewed more as a source of problems to be dealt with, rather than a source of cultural vigor.

LET FREEDOM RING

Silver Burdett Company

REVIEWERS #16-J

Let Freedom Ring is an appealing and stimulating textbook which should be appropriate for average eighth grade students. Its fluent style enhances readability and comprehension of the subject matter. The authors have been skillful in their use of charts, pictures, graphs, and maps to aid comprehension and develop perspectives. The suggestions presented by the authors to increase slow learner understanding and participation were useful. In addition, illustrations, cartoons, and monograph from relevant sources enrich the textbook material. The authors have integrated questions within the framework of planned lessons to stimulate critical thought on the part of students. This is an effective technique.

The teacher's edition contains background information about historical events, suggestions for teaching, and inquiry activities. Some of these activities can be duplicated for testing purposes. Appropriate use of this material should assist the classroom teacher in effective planning and preparation.

The authors attempt to present a past and contemporary view of the multiethnic character of American society. However, their presentation of the facts is not always objective and complete. Some descriptive words used by the authors relative to the American Indian promote a negative image. For example, Little Turtle "destroyed" General St. Clair, while in the same passage, "the Indians could not match the superior fire power of the whites and were "defeated" (p.239). Another example is "the English "summoned" Philip to iron out differences" (p.116).

In Chapter 25, "What Is an American?", the American Indians are discussed in terms of their quest for civil rights and as a minority group. Most of this reading, however, is focused on legislation which regulated land ownership. In this discussion, reference is made to American Indian participation in both World Wars. But, no mention of the American Indian is made in the chapter on the Wars. A picture of Indians living on a reservation in New Mexico might reinforce the stereotype that all members of this group live on reservations. Therefore, more visual balance is needed.

The role of women in colonial America and the subsequent move westward have not been given adequate treatment. Some effort has been made in the teacher's edition to present extension/enrichment information, background information, and developmental activities to characterize women's involvement in early America. Nevertheless, the interest and the learning process of the student would be better served by the integration of, this material into the appropriate chapter text. The authors' account of the suffrage movement omits significant details of the struggle and sacrifice made by women to win the right to vote.

Women are visually represented in the last three units of the textbook. Pictures depict womens participation in the World Wars and in non-traditional occupations. We believe the authors have used several sexually biased phrases in their reference to women which should be corrected. For example, a Hawaiian Queen is described as a "strong willed woman" (p.457). The phrase "office girls" (p.551), is used instead of office workers. The authors state that "many women find their life's work in being good wives and mothers" (p.553), but no mention is made of men who desire to be good husbands and fathers.

The representation of the handicapped is woefully lacking. Two captioned pictures represent the population.

In the unit Cultural Plurality, the authors report on the various ethnic and racial groups. These chapters are used to develop the theme that many kinds of people are Americans. While the writers attempt to give a composite view of just who is an American, those minority groups whom the authors discuss are conspicuously absent visually throughout the balance of the textbook.

A comprehensive discussion of the civil rights of Black Americans from 1865 to 1978 is given in this unit. The term, Black American, is consistently used instead of just, "Blacks".

Hispanics are discussed relative to immigration from Mexico, Puerto Rico, and Cuba. As their contributions are enumerated, note is made of the Mexican American participation in World War II. There is no mention of this in the Chapter on that war. We also express the concern that material presented under this topic might give the false impression that all Hispanics are immigrants. There is a need for clarity on this matter.

In Chapter 26, the struggle of the Japanese American is reported. We feel that the information about relocation centers and Japanese American participation in World War II should have been integrated into the chapter text on the War.

A comtemporary discussion of ageism has been omitted from this textbook. No mention is made of the Gray Panthers and their work to raise the public's consciousness to the problems of senior citizens.

In conclusion, Let Freedom Ring, overall, is well written and organized. The subject matter is developed satisfactorily and the authors' choice of vocabulary is excellent. The material will appeal to a broad range of students since the writers have considered the needs of the slow learner and the advanced student. The pictures, graphs, and charts throughout are generally appealing and well conceived.

SUMMARY OF
FINDINGS AND RECOMMENDATIONS

REVIEWERS #16A--16J

A. Findings: Generally, the organization of the textbooks is conducive to learning. Many of them utilize the inquiry and conceptual approach to learning history; however, the effectiveness of the approaches vary among the textbooks. Special features characterize most of the textbooks and a variety of teaching/learning activities are suggested to students and teachers. The quality of questions are improving.

Most of the textbooks contain very good pictures, illustrations, and cartoons. However, one of them had no color pictures or photographs. Sometimes, the illustrations are not always relevant in the context of the particular page on which they appear.

Maps which are included in the textbooks are generally appropriately located and accurately presented. However, more maps and charts would help to clarify some of the concepts.

Many of the textbooks highlighted individuals. These individuals generally represented contributions in the area of politics and service to the government. There was little information on individuals who have contributed in other areas of life activities.

In most of the textbooks, there are lengthy explository insets placed with the chapters for purposes of motivation and enrichment which tend to disrupt the continuity and make it difficult to follow the general theme of a particular unit and/or chapter.

There is a noticeable effort to include minority groups and women in the story of the United States.

Yet, there are instances of bias against racial minorities manifested by the glossing over or omission of controversial topics which may be damaging to the character or portrayal of the dominant culture. Information about the contributions of women and minorities is sparse and is generally found in the insets of a chapter and not in the regular text of the textbook. Since this is so, the treatment of women and minority groups generally appear fragmented. On the other hand, the language in the textbooks is almost always non-sexist, even though the presentation of women and minorities are sometimes presented in stereotypical views.

Usually there is no reference to the handicapped nor to the aged in our society.

Recommendations:

1. More effort should be made by the publishers to show the achievements and contributions of Black Americans, Hispanics, American Indians, Asiatics, and members of other minority groups in all areas of life activities.
2. More information about the Middle Eastern nations, the culture of its peoples, and their impact on our country's economy and culture should be included.
3. More attention should be given to the diversity of the American Indians and their achievements and contributions in the development of the United States. The contemporary problems of the American Indians should be presented accurately and honestly. The treatment of American Indians should be expanded and more accurately and completely developed.
4. The treatment of Mexican Americans needs to be expanded. Their involvement in the story of the United States must be accurately

told. They need to be portrayed in a variety of occupational roles.

5. If the photographs, illustrations, etc., are not in color, they should be. More photographs, illustrations, pictures, etc., of women and minorities in all phases of living should be included. The explanatory captions under the photographs, illustrations, etc., should be integrated with the textual materials on the same page.
6. Generally, the aged and the handicapped are ignored completely. They need to be included in the textbooks with regard to their problems and contributions to society.
7. More specific attention should be given to religious ideas, groups, and institutions to answer questions commonly asked by students regarding religious diversities.
8. Because of the "sheer quantity" of materials, the teacher must be careful as to what to select and what to omit so that the multicultural, multiracial, and multiethnic character of the American society is still reflected in the textbooks.
9. The participation of American Indians, Black Americans, Hispanics (Cubans, Puerto Ricans, etc.), Japanese Americans, Chinese Americans, etc., should be integrated within the framework of the total history of the United States.
10. Historical events should be viewed from perspectives other than just those of Anglo-Americans.
11. The publishers of the textbooks should make major revisions to eliminate linguistic bias. The teacher should make every effort to point out biasing elements to the students. Problems with emotionally-toned

words which cause erroneous stereotypical views should be investigated.

12. In the preparation of the textbooks, a larger consultant staff representing the diverse groups and/or minorities should be included.

13. More information pertaining to women, their roles in the making of our nation as well as their achievements and contributions, needs to be included in the textbooks.

14. Other examples of family life and alternate family structures should be provided in addition to the traditional role models.

15. The teacher should try to present the achievements and contributions of all Americans as a whole people, rather than as separate areas of study.

EDITORIAL COMMENTARY

INTRODUCTION

This section of Part II in Volume I includes, in addition to this introduction:

- A Summary of Recommendations for Action (chart)
- Individual Commentary Reports
    - Race Equity
    - American Indians
    - Sex Equity
    - Hispanics
    - Bilingual Education
    - Gifted & Talented Education
    - Handicapped Students
    - Educational Soundness
    - Readability & Writing Style
    - Global Viewpoint
    - Teacher Evaluators
- A Summary Of Findings (narrative)
- Conclusions
- Suggestions/Recommendations

SUMMARY OF RECOMMENDATIONS FOR ACTION

Reviewer	Category	American History for Today	America, Its People and Its Values	We the People	The American Way	This is America's Story	Two Centuries of Progress	The Free and the Brave	American Adventure Series	America, America	Let Freedom Ring
#1	Blacks	1	2	2	1	2	1	2	1	1	2
#2	American Indian	4	3	3	3	4	2	4	2	3	3
#3	Sex Bias	2	2	1	1	2	2	1	1	1	1
#4	Hispanics	4	2	2	4	2	2	2	4	4	2
#5	Bilingual	4	2	2	4	4	4	1	3	1	1
#6	Gifted	4	2	4	2	4	1	2	1	1	1
#7	Handicapped	3	3	3	3	3	3	3	3	3	3
#8a	Educational Soundness	3	1	1	1	3					
#8b	Educational Soundness						3	3	3	1	3
#8c	Scholarship History	2	4	4	2	2	1	1	4	1	4

RECOMMENDATIONS

1. Use as is*
2. Redevelop the materials
3. Use the materials in ways which will counteract the bias/other deficiencies
4. Do not use materials

1a. With modification to meet range of differences in abilities

1b. With minor modifications suggested in Reviewer #9A narrative

2a. Writing style needs improvement

*It is understood that most materials need to be adjusted/modified to meet needs of particular classroom situations, i.e., type of group and developmental levels of students in group

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SUMMARY OF RECOMMENDATIONS FOR ACTION

Reviewer	Category	American History for Today	America, Its People and Its Values	We the People	The American Way	This is America's Story	Two Centuries of Progress	The Free and the Brave	American Adventure Series	America, America	Let Freedom Ring
#9a	Readability	2a			1b	1	2a			1	
#9b	Readability		1a	1				1a	2		1a
#10	Africa	2	4	4	3	4	3	3	4	3	3
#11	East Europe	4	2	3	1	2/3	2	2	1	1	2
#12	Middle East	2	2	2	2	2	2	2	2	2	1
#13	Asia	2/4	3	4	2/4	4	3	3	1	1	3
#14	Latin America	4	2	3	2	1	2	1	3	2	2
#15	Canada	3	3	3	3	3	3	3	3	3	3
#16a		2									
#16b			3								
#16c				3							

RECOMMENDATIONS

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2. Redevelop the materials
3. Use the materials in ways which will counteract the bias/other deficiencies
4. Do not use materials

1a. With modification to meet range of differences in abilities

1b. With minor modifications suggested in Reviewer #9A narrative

2a. Writing style needs improvement

*It is understood that most materials need to be adjusted/modified to meet needs of particular classroom situtations, i.e., type of group and developmental levels of students in group

BEST COPY AVAILABLE

SUMMARY OF RECOMMENDATIONS FOR ACTION

Reviewer	Category	American History for Today	America, Its People and Its Values	We the People	The American Way	This is America's Story	Two Centuries of Progress	The Free and the Brave	American Adventure Series	America, America	Let Freedom Ring
#16d					1						
#16e						1					
#16f							2				
#16g								3			
#16h									3		
#16i										3	
#16j											3

RECOMMENDATIONS

1. Use as is*
2. Redevelop the materials
3. Use the materials in ways which will counteract the bias/other deficiencies
4. Do not use materials

1a. With modification to meet range of differences in abilities

1b. With minor modifications suggested in Reviewer #9A narrative

2a. Writing style needs improvement

*It is understood that most materials need to be adjusted/modified to meet needs of particular classroom situations, i.e., type of group and developmental levels of students in group

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BOOKS REVIEWED

Book Title	Publisher	Copyright Date
American History for Today	Ginn and Company	1977
America, Its People and Its Values	Harcourt, Brace and Jovanovich	1979
We the People	D.C. Heath	1977
The American Way	Holt, Rinehart and Winston	1979
This is America's Story	Houghton Mifflin	1978
Two Centuries of Progress	Laidlaw Brothers	1977
The Free and the Brave	Rand, McNally and Company	1980
American Adventure Series	Scholastic, Inc.	1977
America, America	Scott, Foresman	1977
Let Freedom Ring	Silver Burdett	1977

COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND RACE EQUITY

The commitment to multicultural education by the American Association of Colleges for Teachers is based upon this statement: "No One Model American."[1] This commitment accompanies efforts by colleges of education to restructure teacher training programs of the past, so that preservice and inservice programs for teachers will help them acquire the knowledge and develop skills which will enable them to meet the challenges of a culturally diverse society.

Preservice and inservice educational programs for teachers should help them accept and respect individual differences, and provide quality instruction for all children. Publishers of the textbooks used to teach these children should be encouraged to create curriculum materials which reflect a pluralistic view of our society. Fortunately, most of the publishers of the textbooks examined in this study seem to be aware of the need to eliminate the glaring racist flaws of the past.

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[1] "No One Model American," Journal of Teacher Education, Volume XXIV, Number 4 (Winter, 1973) p. 264.

Findings

The following are brief descriptive statements which summarize the reviewer's analysis of each social studies textbook examined in this study:

America! America!, Scott, Foresman - An outstanding textbook which clearly describes the history of the Black American experience as integral to the history of the United States.

American Adventure Series, Scholastic Book Services, Inc. - An exceptionally balanced, equitable, and comprehensive view of Black Americans in United States history.

American History for Today, Ginn and Company - A well written, balanced textbook which contains detailed and comprehensive descriptions of the Black American experience in the United States.

Two Centuries of Progress: United States History, Laidlow Brothers - A sophisticated, comprehensive textbook which gives varying perspectives of the history of the United States and the role of Black Americans.

America: Its People and Values, Harcourt, Brace and Jovanovich - A textbook which focuses on Black Americans in United States history. However, the reviewer had difficulty obtaining an overall view of the interactions, opinions and life styles of the people described.

Let Freedom Ring, Silver Burdett - This textbook provides an excellent portrayal of the experience of Black people prior to the reconstruction period. However, the reviewer indicated that subsequent descriptions of Blacks were weak and fragmented.

The Free and the Brave: The Story of the American People, Rand McNally and Company - This textbook does not provide the depth and scope that the reader needs to clearly understand the impact of Black people upon the development of our country.

This is America's Story, Houghton Mifflin Company - One of the major flaws of this textbook relates to the use of the term "Negro" to refer to Black Americans. As the author tells America's story, many contributions of Blacks were omitted or ignored.

We the People: A History of the United States, D. C. Heath - This textbook presents an uneven account of Blacks in United States history. The reviewer indicated the need to rewrite a major segment and integrate the history of Black people into the overall history of the United States.

Recommendations

The reviewer thought that all of the publishers whose materials were examined in this study had achieved some degree of success in their attempts to include within their textbooks a multicultural component. Therefore, the following recommendations are made to strengthen and improve specific areas where the need has been identified:

1. That teachers use appropriate supplemental materials to compensate for deficiencies identified by the reviewer in some textbooks.
2. That publishers continue to make efforts to integrate the history of Black Americans within the context of their United States history textbooks.

Gloria Y. Gordon
Office of School and
Community Affairs
Michigan Department of
Education

COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND AMERICAN INDIANS

The reviewer mentioned the most obvious negative aspects included in the textbooks regarding the history of America's numerous tribes. Although some textbooks, according to the reviewer, showed an improvement over previous books, there appeared to be a lack of knowledge or research to bring about a better picture of the respective tribes, their lifestyle, religion, and value system.

The identification of American Indians is and has been a difficult task for the census bureau and agencies servicing people. On the one-hand, the federal government has deemed American Indians as a political entity, which is void of racial identity, and on the other hand, has classified them as a minority or a protected group which is based on race. The impact of this confusing concept negates who the American Indians really are, and why they should be deemed as a quasi-sovereign people having certain aboriginal rights.

All people want justice, equity, and the right to have a part in the destiny of their people. American Indians are still struggling to survive in a land of plenty, ruled by non-Indians who seem unable to provide adequate recognition and equitable services to Indian citizens. Many federal, state and local agencies appear to act as gatekeepers, not realizing that American Indians pay federal, state and local taxes.

The real question is, "Why do educated citizens, holding important public offices, feel that American Indians should have less rights and should be treated accordingly?" Many citizens of all races seem to sense that public schools do indeed perpetuate negative racial bias, myths, and untruths about Indian people.

Textbooks, making reference to American Indian protests, fail to mention the aftermaths, the investigations and resulting court decisions. In almost every case, the tribes and individual Indians have been innocent, cleared, or falsely accused. Throughout the history of this nation, the American Indians have been the most loyal patriots and have been deemed the least likely to betray their country in times of peace or war.

Federal policies affecting the lives of Indian tribes since the adoption of the constitution are rarely mentioned. The acquisition of Indian lands by the federal, state and private businesses is generally omitted. The struggles of the tribes to maintain their mineral and water rights are totally omitted from the textbooks reviewed. The continuous struggle between various states and Indian tribes over hunting and fishing rights is generally omitted.

If school children were presented a truer picture of the quest for justice by the American Indian, they would mature into citizens capable of developing a greater understanding and perhaps be in a position to impact a greater justice for all of the nation's citizens. The attempt to conceal the exploitation of the Indian tribes has resulted in a negative guilt feeling of this nation's citizens. People forget that most states did not allow Indian children into public schools until the second decade of this century. Understandably, textbook writers and publishers feel compelled to protect the image of the greater society and yet include "minority people" in a favorable light.

The most obvious omission in many textbooks on American history is the exclusion of the impact that tribes had on most of the major decisions made by the federal government during the early development of this nation. Even today, continuous major policies and court decisions relating to ecology, water supply and rights involving states and tribes take place.

Lester Gemmill
Office of Indian Education
Michigan Department of
Education

COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND SEX EQUITY

> ". . .Title IX of the Educational Amendments of 1972. . .is designed to eliminate. . . discrimination on the basis of sex in any educational program or activity receiving Federal financial assistance. . ."
>
> Education Amendments of 1972

Although the Title IX regulations do not cover textbooks and instructional materials because of possible conflicts with First Amendment Rights, they are recognized as important. The preamble to the regulations specifically acknowledges the significance of the problem of sex bias in textbooks and encourages agencies and institutions to take action to combat it. The Michigan Legislature, in Public Act 353 of 1974, directed the Department of Education to "develop guidelines" for expanding the existing school curriculum to include materials on the culture of ethnic, religious, racial minority people and contributions of women.

History textbooks are important tools which should not only provide students with an accurate history of foreign and domestic affairs, but of our social and domestic problems. Additionally, history textbooks often provide students with role models of successful women and men. Therefore, it is essential that the textbooks used accurately reflect what has happened and is happening in our society in regard to women.

There are six forms of bias commonly found in curriculum materials. Briefly these forms of bias are:

1) Exclusion/Invisibility - the complete or relative exclusion of a particular group or groups from representation or consideration in text and/or illustration.

2) Stereotyping - the arbitrary assigning of certain traits and characteristics to persons solely on the basis of sex without regard to their individual interests and/or abilities.

3) Imbalance/Selectivity - only one interpretation of an issue, situation or group of people is presented.

4) Unreality - facts which are unpleasant, controversial, or which do not conform to the value system of the white majority culture are not presented.

5) Fragmentation/Isolation - content is visibly set apart from the main body of the text. Examples of this would be separate chapters on the contributions of Blacks and women.

6) Linguistic Bias - the use of the generic "he", and the use of such words as firemen instead of firefighters.

Textbooks which are not biased are either sex fair or sex affirmative. Sex fair materials are those that treat females and males in the same way, or the effect of the material is indifferentiated or neutral on the basis of sex. Sex affirmative materials, on the other hand, seek to overcome the past effects of sex discrimination. They respond to the unique needs of males and females and affirm the need to recognize and accept change.

Of the ten textbooks reviewed, six were found to be either sex fair or sex affirmative. These books were: We the People, America! America!, American Adventure Series, The American Way, Let Freedom Ring, and The Free and the Brave. In general, these textbooks reflect an awareness on the part of the writers and editors to provide students with a nonbiased and accurate account of American history. Throughout all of these texts the contributions of women are integrated in the body of the text, which stresses the important roles that women have played throughout our history. The text further supports the contributions of women in visuals and language. Women and men are presented in a full range of occupational/family roles. The language used to refer to people is either in the plural or "his/her" is used.

One of the most interesting qualities that appeared in all of these books is their attempt to explain the socialization process that leads to sex stereotyping and the under-representation of women. America! America! and American Adventure Series are two books that have done an excellent job of presenting these two important issues.

On the other hand, the four remaining books were found to be biased. The bias was extreme in one case. In American History for Today, students are presented with a predominantly male orientation of the world. Though gender-neutral language is used in this textbook, such use is not consistent in describing traditional male occupations. Thus, students are presented with a book that focuses on the traditional concepts of male and female which often lead to the devaluation of the contributions of women. Sex bias in the other three books reviewed was not as severe, but was just as demeaning.

Overall, these books continue to portray history as a series of wars with men as key actors. Women, for the most part, are shown as passive and under-represented.

In summary, there has been an excellent attempt by more than half of the publishers reviewed to provide history books that include the contributions of women. Their treatment of women depict them in very positive traditional and nontraditional roles. Where and when appropriate, the writer has tried to explain the under-representation of women and how sex role stereotyping may be responsible. This represents a truly sex affirmative attempt by these publishers, and affirms their sensitivity to the issue of sex equity.

JoAnne S. Wolff
Office of Sex Equity
Michigan Department of Education

COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND HISPANICS

By its very nature, history as a field of knowledge is subject to a number of basic problems, namely: (1) misinterpretation of information, (2) inaccurate description of events, (3) omission of significant facts, (4) and contextual inconsistency, among others. The Hispanic review of the year's selected textbooks extensively documents this observation.

Misinterpretation of information concerning Hispanic Americans is a fault that is particularly common among American historians. Biased by their different set of values and cultural background, American historians frequently taint the portrayal of Hispanic Americans and fail to appreciate the rationality of their acts--when, where and why they occurred. For example, the discussion of the Mexican Revolution is often focused on its bloodshed and violence, depicting Mexican heroes as cruel and barbaric, while leaving out an in-depth analysis of the real issues and socioeconomic forces that prompted the revolution.

Inaccurate description of historical events is another weakness of American history textbooks. They contain countless erroneous descriptions of the Hispanic American experience. For instance, some textbooks argue that Hispanic Americans did not begin organizing to defend their rights until after World War II; in fact, as the reviewer notes it, Hispanics--whether as Mexican, Puerto Rican, Cuban, or South American origin people--have organized to defend their rights even before the annexation of the southwest from Mexico by the United States in 1848.

Omission of important facts is perhaps the most pervasive flaw of American history textbooks with respect to Hispanics. Most textbooks exclude numerous signifcant events in the historical life of Hispanics, e.g., the massive deportation of American citizens and legal residents of Mexican descent to Mexico during the Big Depression; the contributions of Hispanics to the scientific and technological advancement of America; the military and neocolonialist interventions of the United States in Hispanic American countries.

Many a historian is also prone to passing value judgments on or critiquing historical events as he/she perceives them from his/her subjective frame of reference; thus failing to set the proper contextual background to describe such events. Pre-Hispanic cultures, for example, are said to have been barbaric or uncivilized with reference to a particular practice, emphasizing the baser rather than the higher values of such cultures--and, again, out of historical context.

Based on the review, it is evident that the efforts of recent years to improve the quality and content of American history textbooks have not done justice to Hispanics. They continue to be misrepresented and underrepresented in publications that form the opinion and shape the attitudes of American youth, both Hispanics and non-Hispanics. This sad condition is not only detrimental to the well being of Hispanics, but is also an impediment to the development of cross cultural understanding.

Furthermore, the status of Spanish as a significant medium of communication in our society, and therefore as a transmitter of culture has not been considered by writers of social studies textbooks for the infusion of Hispanic values, concepts, and beliefs.

The perpetuation of stereotypes and stigmas can only preserve the conditions that have created the social and racial tensions which have in turn led to periods of turmoil and malaise in our society. It is then incumbent upon contemporary and future historians, writers, and editors to be aware of the shortcomings of their predecessors and to make every effort to prevent their reoccurrence.

Antonio R. Flores
Office of Hispanic Education
Michigan Department of Education

COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND BILINGUAL EDUCATION

Since the advent of civil rights, the dilemmas posed for the United States by opposing demands for assimilation on the one hand, and for cultural pluralism on the other hand have become painfully acute. Both thrusts, integration and the self-respect of ethnic group identities are essential to the common good. The challenge of bringing together distinct cultural groups and changing socio-cultural relations in education can best be treated by social studies textbooks via bilingual/bicultural education.

For social studies review purposes the goal of a relevant bilingual/bicultural education program and its correlative objectives is the development and maintenance in the learner of cognitive and affective skills to enable the student to:

- appreciate his/her language and culture via the knowledge of his/her history and heritage,
- value the worth of himself/herself and his/her ethnic group in his/her community and in the larger national and international communities,
- understanding the need for respecting linguistic and cultural differences by an awareness of how language, environment and ethnicity shape the behavior of those who differ from him/her,
- participate in a culturally pluralistic society.

America's alienated socio-cultural groups are in reality related through the influence of languages and cultures upon each other. The American language and culture are not unitary phenomena, but rather are varied in many ways by the influence of other cultures. For example, the English language contains words, patterns of speech, and spelling that were influenced by its historical contact with other languages; similarly, our American culture is a potpourri of previous cultures which have left an indelible imprint. These linguistic and cultural borrowings have occurred repeatedly in history whenever two ethnic groups come into contact for any prolonged period of time. These cultural and linguistic loans show us what one nation has taught another. The American language and culture have not lost any of its inherent characteristics, but gained a wider vocabulary and gained an ampler perspective of the world which has given it a sort of refined quality.

Given the fact that language is the greatest transmitter of a culture, and that history textbooks offer a chronological record of events, as of the development of a people, publishers need to be aware that other national origin languages and cultures are ipso facto an integral and impirical part of the American language and culture. Of all the textbooks reviewed, none of the series have goals nor objectives compatible with those of bilingual education; none make a commendable attempt to reflect the bilingual/bicultural reality of the ethnic groups mentioned; and only one provides a phonetical structure of non-English words to provide phonological integrity.

In general, ethnic minorities are mentioned in the textbooks but only in terms of their culture. No insight is provided into the communicative legacies of these linguistic groups and their influence on the American language due to cultural contact. When cultural insights of minorities are provided, some textbooks considered it regressive, others emphasized the immigrant rather than one living in a culturally pluralistic America, and some promoted the melting pot concept.

Even though there was mention of cultural pluralism in some of the textbooks, none of them dealt with the concept of bilingualism from a pedagogical, social, or national interest perspective.

The materials under review were seriously deficient in portraying the bilingual/bicultural character of its American citizenry. The evolution of the assimilationist philosophy continues to have a great impact upon what is included in the textbooks. The lack of knowledge of language hinders our perception and understanding of the feelings, values, and culture of other ethnic groups.

Publishers, in response to the educational needs of a cosmopolitan, globally interdependent, culturally pluralistic hemisphere, should recognize that there are value laden concepts which are important to treat; i.e., "time", "poverty", "justice", "war", and "hunger", to name a few. These concepts are saturated with linguistic and cultural presuppositions which affect human perceptions of them. This is what is important to perceive for human understanding in an ever shrinking world. This is the conceptual learning that is important thru bilingual education--people learning about people, how they think, feel, and view reality and the world.

In spite of the fact that the American motto is "E Pluribus Unum"; i.e., "though many we are one", some will readily admit that within the melting cauldron, cultures in America are as merged as water and oil. History textbook authors and pulbishers need to light the bilingual/bicultural flame of understanding under the melting pot in order to enhance the merging of American cultures through an understanding of the pluralistic nature of our society and an acceptance of the language and culture of all people as individuals of worth and dignity.

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COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND GIFTED AND TALENTED EDUCATION

Despite a sixty year history of intermittent attention to programs for gifted and talented students, their educational needs have been misunderstood, ignored or misrepresented in most of our public schools. Efforts in the past have focused on identification solely through IQ and standardized tests and accommodation which mainly focused on special grouping, acceleration and enrichment options. While each has its place in the overall scheme of gifted/talented programming, educators today emphasize the need to identify students with potential as well as demonstrated talents using a variety of methods to search for these abilities and to look at a comprehensive program that involves a variety of options and teaching styles but relies on the teachers' skills and understanding of the students' needs to accommodate them successfully.

A growing number of teachers have been involved in professional development activities over the past ten years that identify this population's characteristics, learning styles and needs, and methods of accommodation; however, the majority have not and are still unfamiliar with this area. Thus, it is important that any curriculum study committee review a textbook for its appropriateness for the various learners in the classroom, including the gifted and talented.

A textbook series that would most accommodate gifted and talented students in a heterogeneous setting is one that:

- provides historically accurate information from a variety of viewpoints.

- presents material in an appealing and varied format which includes: pictures, graphs, cartoons, poems, art, primary sources, etc.

- includes a variety of activities and questions that encourage the use and development of higher level thinking skills.

- encourages student involvement in open-ended discussions, investigations and in-depth study in an area of interest.

- provides a teacher's guide that offers suggestions for extensions and resources for further study in each topic area, as well as ideas to interest students to pursue in-depth investigations.

The checklist used by the reviewer offers a more complete listing of criteria on which to judge social studies textbooks and, indeed, instructional materials for all curricular areas.

In summary, the review of the nine social studies textbooks and teacher's guide in regard to the gifted and talented, revealed that only several books adequately address those criteria which would interest as well as challenge this group. It is also important to acknowledge that the text alone cannot accomplish this--the teacher and his/her use of the textbook and other instructional materials will make the difference in the success of this program for all students.

The inclusion of a review related to the special needs of the gifted in this textbook study is important for textbook evaluation and selection committees as well as textbook publishers. The review criteria and reviewer's comments both offer suggestions that develop the awareness of this population's needs and provide criteria upon which textbooks could be better selected, written or modified.

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COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND HANDICAPPED STUDENTS

Since the passage of Public Law 94-142 in 1975, which addresses the matter of educating all children, including handicapped, renewed emphasis has been placed on the handicapped citizen in the mainstream of American life. The education of the handicapped child, however, is not accomplished solely by providing him/her with an appropriate educational setting. Part of this process must be to educate the non-handicapped population in regard to the accomplishments and abilities of the handicapped citizen, as well as their limitations and needs.

Throughout the history of the United States, many notable citizens have, for a variety of reasons, been considered handicapped or related to the handicapped population. The reviewer has found in the textbooks in this study that many of these notable citizens are cited and their places in society mentioned. However, it is the failure to accurately and positively portray the "everyday handicapped citizen" that is disappointing. Handicapped Americans play a vital role in all aspects of our nation's growth. The opportunities to include citizens in all walks of life who just happen to possess a physical or mental condition of "handicap" are greatly lacking.

All series were seen as possessing ample opportunities to introduce the reader to the handicapped in the mainstream of daily living. Several topical areas lent themselves to logical inclusion of this population, but in the reviewer's opinion, all textbooks were found deficient.

Additionally, the mention of the handicapped was usually seen as a stereotypic representation of the condition rather than as a portrayal of the worth of the individual with the condition.

The reviewer considered the attempts at inclusion of the handicapped commendable, but found all of the series lacking in seizing the opportunity for more broad-based examples of the handicapped in the mainstream of American life. Proper teacher-directed study and discourse must be used to overcome this deficiency on the publisher/author's part.

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COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND AN EMPHASIS ON EDUCATIONAL SOUNDNESS

Most of the United States textbooks for eighth graders are organized in a traditional, chronological historical order, focusing on the traditional events customarily included in the story of our beginnings as a nation. There is evidence within the books reviewed in this study of several attempts to try to reorganize certain periods and/or events and topics in a unique manner with varying degrees of success. Because of the need or compulsion to include a great deal of historical information, oftentimes, these attempts, it appears, may lead to confusion and a lack of focus for the student.

Occasionally, when the historical narrative was somewhat abridged and/or simplified, the presentation was distorted and the oversimplification could lead to confusion and misunderstanding by students. In general, the textbooks were satisfactory from an educational soundness standpoint although a few inaccuracies were noted.

The publishers still appear to feel a sense of responsibility and need to include a great deal of information in the eighth grade United States history textbook. The publishers may not be totally at fault. Generally, the curriculum in social studies today is eighth grade United States history and at the eleventh grade level a United States history course. It appears, too, that textbooks for both levels are somewhat identical. Possibly there are more details for the historical events in the eleventh grade United States history textbook. The readability, of course, should differ between the textbooks for the two levels. What are the other differences? If any?

It might be worthwhile for the curriculum designers to review the research on learning and the curriculum for the two levels and then suggest an organizational format for the teaching of United States history which would stimulate excitement and interest rather than have disinterested students say at the eighth grade level, "This is boring and dull," and at the eleventh grade level, "But, we have already covered this (and almost certainly buried it)." Possibly, by concentrating on an in-depth investigation and carefully selected concepts and topics, having some connections and relevancy for eighth graders, perhaps more students might become enthusiastic and eager about the study of United States history.

It is generally assumed that the information provided and/or omitted in textbooks is objective and unbiased, whatever the topic or event. This information, learned by students, will then assist them in interpreting contemporary problems and issues and participating effectively in the political, social and economic institutions of our society. Therefore, the textbooks are filled with all kinds of information--some trivial, some significant. It appears that classroom teachers, social scientists, curriculum designers, and publishers ought to work more cooperatively in developing an eighth grade history textbook which highlights fewer topics in greater thoroughness. Such a textbook should also be of interest and relevancy in the lives of the students compelled to use them.

At the same time, the textbook makers ought constantly to be aware of the student. The textbook is for the student. The teacher hopes that the student will develop certain understandings and insights into the history of our nation through the use of the textbook so that he or she can effectively assume roles in today's world, can understand and deal with contemporary problems and issues, and can find reasons for his/her existence in this society and world.

Even though publishers are aware of the need to focus on the pluralistic nature of our society, the attempts to include people of diverse cultural and racial heritage - the handicapped, the aged, and women - within their textbooks are accomplished with varying degrees of success. The concept of cultural diversity as it contributes to the greatness of our society is not adequately and forcefully presented. Perhaps it is easier to use less biased language in the text than to integrate the involvement and contributions of various people into the history of our nation in a smooth and well flowing manner so that the students will know that they played an integral role in sharing the development of our nation and content was not simply "added" to the textbook because that was the right thing to do at the time.

Most of the textbooks successfully communicated values basic to a democratic society in a positive manner. However, whether or not the approach and the strategy used by the publishers to develop and to present the values is the "best way" of convincing and educating students to make a commitment to democratic "core" values, may be open to question.

There is a definite need for a more global perspective in the presentation of United States history. Most of the textbooks reviewed emphasized an American perspective. This perspective was sometimes a rather limited view not appropriate for today's interdependent world.

In trying to maintain impartiality, the style of writing in some of the textbooks reviewed appears to be rather bland and uninteresting although in cases involving controversial issues, attempts are made to present a number of viewpoints. Even as publishers are concerned, and they should be, about the vocabulary and the readability level of the textbooks, they should also be interested and perhaps even more concerned about the style of writing. Will a student pick up the textbook and read it? In spite of the attractiveness of textbooks, the many well selected illustrations and cartoons, they still do not appear to excite the students and stimulate them to read and study them. Students, oftentimes, feel that they are reading the "same old textbook in another cover." How are teachers to react to this type of comment? Is it possible for textbooks to be written in the style of Howard Fast's April Morning; Esther Forbes's Johnny Tremain, and/or Conrad Richter's Light in the Forest? -- Can textbooks, too, be written that depict history and vigor and color?

Textbooks ought to help the teacher make United States history exciting, significant, and meaningful to eighth graders. The teacher and the textbook must convey the enthusiasm and stimulation needed to make the study of the United States history a worthwhile and meaningful experience. Can these textbooks change the attitude of students toward the study of United States history?

Most of the textbooks are interdisciplinary, concept-oriented, and emphasize inquiry based instructional methodology.

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COMMENTARY:

ASSESSING THE READABILITY AND WRITING STYLE OF SOCIAL STUDIES TEXTBOOKS

A major goal of the Michigan Department of Education Social Studies Textbook Studies is to provide information to educators that will help them select and adjust textbooks and other materials so that children will have the best possible opportunity to learn from them regardless of the childrens' range of ability levels or differences in background. Certainly, the degree to which printed materials are easily comprehensible and interesting is an important consideration in equalizing the opportunity to learn for all students.

Factors contributing to the readability of instructional materials can be studied in various ways. The cloze procedure, described by Rankin and Culhane (1969), is desirable when students are available for testing. Readability formulae such as the SMOG developed by McLaughlin (1969) and the procedure devised by Fry (1977) are frequently used to obtain a gross measure of level of difficulty. However, these devices do not provide a comprehensive analysis of factors teachers and curriculum leaders need to consider in an examination of textbooks.

In addition to keeping in mind the previous experiences and characteristics of the students who will be using the materials, textbook reviewers may wish to direct their attention to the following features:

1. Linguistic Factors. Written language is composed of graphemic, syntactic and semantic elements. As children mature and as they read more, their abilities to process these elements usually increase. One way to estimate reading grade level is to use a readability formula which takes into account factors such as sentence length and multisyllabic words because other elements that contribute to difficulty level tend to increase exponentially with these factors. In this study both the SMOG and the Fry procedures were used. Readers will note that the SMOG consistently yields a higher numerical level than the Fry. The SMOG level is generally considered an estimate of independent reading level while the Fry indicates instructional level. The former level might be required of a reader who does not receive instructional assistance, while the latter might be sufficient if such assistance is provided.

2. Conceptual Factors. The ideas presented in materials also contribute a great deal toward reading ease or difficulty. Readers use the store of concepts that they possess to understand new ideas. If they lack appropriate concepts because of immaturity or inexperience, they may not comprehend what they read even though they may be able to read aloud with apparent ease. Aspects, such as concept density, abstractness of concepts, perceived relevance of concepts, and inadequate concept development, affect reading ease or difficulty. Further, the representation of females, physically handicapped, racial and ethnic groups and others who have been set apart is important since readers need to be able to make a positive identification with people in the text since this can affect reading motivation which affects achievement.

3. Organizational Factors. Writing that reflects a clear, logical development of subject matter and employs devices to highlight the organization of the presentation contributes greatly to ease of comprehension and recall of information.

4. Writing Style. While style is somewhat elusive to define, certain features of writing such as cohesiveness and word choice, contribute in great measure to comprehensibility. Sentences that are unnaturally short and choppy, as well as lengthy sentences with unclear referents interfere with comprehension. A writer's style may be interesting or dull and pedantic.

5. Learning Aids. Since aids to learning from reading are usually employed by authors of instructional materials and since they may contribute to comprehension, attention should be given to their potential effectiveness. These include questions or tasks that direct the reader to various levels and kinds of reasoning and aids in acquiring new vocabulary.

6. Teaching Aids. Instructional manuals, management plans, and tests are examples of teaching aids that might be included as part of an instructional package. These should be examined with regard to ease of use, extensiveness and quality.

7. Binding/Printing/Format/Illustrations. Pictures, charts, graphs and other illustrations may contribute to interest as well as clarification of the text. Type-face and format are factors that may influence text appeal.

8. Interest. Because the analysis of written discourse can be detailed and technical, there is a danger of overlooking the overriding impact of interest. Some readers will push themselves past obstacles of difficult vocabulary and phrasing in their quest for information that is exciting and interesting. But dull content has a devastating effect on learning. There is no sound reason for an intrinsically interesting area such as social studies to employ uninteresting textbooks. Those who select materials need to consider interest as a potent factor in comprehensibility, but they should also be mindful that a very difficult level of readability can defeat enthusiastic students. All aspects need to be weighed.

The chart presented in the appendix specifies concerns within the areas briefly described in the preceding discussion. Use of the chart enables those analyzing instructional materials to reduce subjective judgments to some degree while considering a range of factors. (Appendix B-4)

A discussion of the readability of textbooks is not complete without a consideration of their use. Teachers who confront the problem of helping children learn from printed materials in social studies need to employ the effective, practical instructional methods that are presented in college courses on content reading and writing. Course work in this area is now required for elementary and secondary teachers in Michigan. Teachers who obtained their certification before this mandate existed may need to take courses so they can become more effective in helping all students become proficient readers.

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COMMENTARY:

SOCIAL STUDIES TEXTBOOKS, A GLOBAL VIEW

One would not expect to find extensive coverage of other world areas per se in a textbook of American history. However, it is important for contemporary scholars and authors of textbooks to present American history within its international context. We cannot afford to allow our young people to confine their understanding of American history to a narrow and exclusively nation-centered study. Throughout our history, peoples from other continents have affected the policies and cultures of the United States, and the actions of this nation have had significant impact on the peoples of other world areas, particularly in recent history.

Curriculum specialists in area studies, including Africa, Asia, Canada, Eastern Europe and the Soviet Union, Latin America and the Middle East, reviewed the United States history texts selected for this study. All agree that the international aspects of our history and of our contemporary society are grossly underrepresented. References to other peoples and nations of the world are weak and frequently present distorted views of those cultures. Little or no history is presented of those world areas except as it relates to the United States, and then the references portray the peoples of Africa, Asia, etc., as passive rather than active participants in history.

Events such as the oil crisis are blamed on the policies of the OPEC nations without regard to the economic history of our relations with the Middle East. Likewise, the Open Door Policy with China is presented out of context, and coverage of the Spanish-American War is focussed on chronologies of battles rather than on causes of the conflict itself.

A social studies editor for a major American textbook publisher once said, "We cannot present the United States in a bad light if we want our books to sell." This is borne out in these ten United States history books. Generally, controversial topics are omitted. All of the reviewers call for a more honest appraisal of the history of relationships between the United States and the rest of the world. Several comments are made about the simplistic cold war assumptions which abound in these texts whenever Africa, Asia or Latin America are described.

Treatment of Asians, Africans, Latin Americans and persons from the Middle East who reside in the United States is either non-existent or fails to discuss the discrimination these peoples have suffered because of racism within our nation.

The role of economic imperialism of the United States in all world areas is underestimated or not discussed. This not only precludes the possibility of understanding the role of foreign corporations in economic and social underdevelopment in other world areas, but it also precludes the likelihood that the reader will learn how dependent the United States is on other nations for its own survival.

One of the most astonishing findings was the near absence of content about our biggest and most friendly neighbor, Canada. It is inconceivable that the history of relations with this next door neighbor is so neglected in our own history books.

A final plea from the reviewers is for some coverage of foreign relations which represent peaceful and positive relationship to the United States rather than ones focussed exclusively on wars and conflicts.

Recommendations:

There are over 80 centers for world area studies in the United States which receive funding from the Department of Education in Washington, D.C. Those wishing to obtain a listing of the locations for international area study centers may contact the African Studies Center, Michigan State University, East Lansing, Michigan 48824. These centers, along with other excellent resources for teachers, such as the education division of the Asia Society, can provide help in selecting supplemental teaching materials about foreign areas.

The reviewers of these textbooks are located in such centers and inquiries directed to them will be answered. Specific recommendations are made by the reviewers in their "summary of findings" in Volume I and the checklists provided in Volume II of this study.

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COMMENTARY:

EVALUATION OF SOCIAL STUDIES TEXTBOOKS BY TEACHERS

The 1978-79 Michigan Social Studies Textbook Study offered a number of suggestions for consideration by teacher training institutions and several recommendations for future studies.

Teacher training institutions were encouraged to familiarize pre-service and in-service teachers with the Michigan Social Studies Textbook Act; with the concepts of cultural pluralism in a democratic society; and with the skills for evaluation, selection, and enrichment of instructional materials.

Moreover, it was recommended that the review itself be an understanding and insightful experience in textbook evaluation, selection, and use by teachers.

It was possible to realize, to a degree, these suggestions and recommendations since teachers enrolled in a graduate level course focusing on cultural diversity and the American society engaged in the review and evaluation of the ten selected eighth grade United States History textbooks for this study.

As the teachers involved in the reviews became interested and critical of the textbooks selected for this study, they, likewise, began to examine analytically the textbooks they were currently using with their own students. It was particularly noteworthy that the criteria used for the critiques made them aware, in some cases for the very first time, that textbooks may be biased and stereotypical in the presentation and omission of content. Furthermore, the teachers, after the reviews, did feel a certain sense of competence in being able to use biased and stereotypical learning materials. They were able to prepare and to provide for their students additional, appropriately selected, and well-planned learning experiences to focus on the presentation of the content in a more accurate and non-biased manner.

Generally, the teachers felt that most of the textbooks reviewed were organized for effective learning, utilizing the inquiry and conceptual approach. Yet, even as the textbooks attempted to present ethnic and racial minorities and women in a non-biased and non-stereotypical manner, the teachers felt that the treatment was often fragmentary and inadequately presented since the information appeared to be inserted as an afterthought rather than as a part of the natural enfoldment of historical events. They noted, that the aged and the handicapped, in most cases, were completely ignored.

The treatment of various minority groups, events, and issues varied from very poor to very good, even with a single textbook. Yet, the language of the textbooks was almost always non-sexist.

The teachers noted that the textbooks were generally quite attractive with interesting illustrations, cartoons, charts, maps, graphs, etc. Efforts were made by the publishers to present content in a novel and unique way, although occasionally the organization and continuity of thought were difficult to follow.

The teachers observed, too, that a number of the textbooks highlighted individuals and special features to motivate students to study United States History. This, they felt, ought to help students become more interested and enthusiastic about studying history.

The teachers, moreover, commented on the variety and number of teaching/learning activities presented in the textbooks and the improvement in the quality of the questions. Because of the great demands on the teacher's time, these suggestions for teaching and learning activities ought to be most helpful to them as they plan for their particular group of students.

Apparently, too, the problem of motivating the students to use the textbooks and to enjoy the study of our heritage is a very crucial one for teachers. The teachers ought to be very appreciative of any attempts made by the publishers to provide attractive and well-organized and written textbooks that would stimulate students to study United States History with enthusiasm and interest.

Teachers can become acquainted with the process of review which will help them evaluate, select, and/or modify textbooks to present a more accurate, non-biased, and honest story of our heritage. Teachers are concerned and can be trained to be very effective in critiquing textbooks and raising their awareness level in terms of textbook quality and textbook use.

Those teachers who participated in this study have acquired skills which will enable them to perform more effectively than they would have otherwise been able to do as teachers within their respective classrooms. They will also be able to provide leadership on curriculum and inservice education committees that are responsible for evaluating and selecting instructional materials.

Certainly, this experience ought to be extended to other teachers, as many as possible, who are also interested in stimulating interest and enthusiasm in history. Teachers trained in evaluating textbooks can assume the responsibility to review textbooks in use, to be aware of the strengths and deficiences of the textbooks, and to teach to improve the weaknesses and omissions in the textbooks.

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SUMMARY OF FINDINGS

A. Blacks and Women

The publishers of all the textbooks reviewed:

1. Had made appreciable attempts, with a reasonable degree of success, to positively and accurately reflect the role and history of Blacks and women
2. Were more successful in regard to the positive treatment of Blacks and Women in these textbooks than they were in regard to any other of the categories evaluated in terms of stereotypes, omission and bias
3. Need to work towards integrating in a smoother manner, content about Blacks into the textbooks

B. American Indians, Hispanics and Handicapped

The reviewers reported finding major deficiencies in regard to the treatment of American Indians, Hispanics and the Handicapped. Examples of some negative and positive comments included:

1. American Indians
    a. There seemed to be a point in each of the textbooks where all American Indians stopped existing - omissions of a positive image of modern day Indians was apparent
    b. Basically, American Indian women, children and family life were found to be non-existent
    c. About one third of the textbooks reviewed were extremely biased and portrayed/reinforced "the old blood-thirsty savage image"
    d. The majority of the textbooks were quite bland and stayed away from all controversies (generally by omission)
    e. Two of the textbooks expressed Indian viewpoints on occasion and appeared to make an honest attempt to explain why conflicts happened

2. Hispanics

In the opinion of the reviewer, all of the textbooks reviewed contained serious flaws in that:

a. They all failed to relate the Indo-Hispanic, and Mexican heritage to the Mexican-American people in the United States

b. There was perceived to be by the reviewer a lack of content on Hispanics during the 20th century

c. There appeared to be an almost complete lack of substantive information on Hispanic groups such as the Puerto Ricans and the Cubans

One positive finding was that all of the textbooks did contain information on the Pre Columbian civilizations, on Spain and on Mexico

3. Handicapped

a. The reviewers with expertise in regard to the handicapped considered the attempts by publishers to address the matter of the handicapped as commendable but found all of the textbooks lacking in that broad-based examples of the handicapped in the mainstream of America were missing, i.e., mention is made in the books of notable citizens in our society who were/are handicapped but there is infrequent references to average individuals that are handicapped

b. With the exception of one textbook, portrayals of the handicapped as active members in the mainstream of society is missing in all textbooks reviewed

C. Bilingual/Gifted and Talented

1. Bilingual

The reviewer with expertise in regard to bilingual education was of the opinion that:

a. All of the textbooks were seriously deficient in portraying the bilingual/bicultural character of America and considering the concept of bilingualism

b. No reference is made to language . . . use; other than English

c. In general, ethnic minorities are mentioned in the textbooks, but only in terms of their culture

d. Only one of the textbooks provides a phonetical structure of non-English words

e. The emphasis, in at least some of the textbooks, is on the assimilation of ethnic groups into the American society with insufficient attention given to the heritage and lives of those members of ethnic groups that were born and reared in the United States

2. Gifted and Talented

a. Two of the publishers met most of the criteria pertaining to the instruction of gifted and talented students

b. In four instances, the publishers have produced textbooks which may be adequate for the gifted and talented students; however, the teaching manuals are quite inadequate

D. Educational Soundness, Scholarship and Readability

1. Educational Soundness

In regard to educational soundness, none of the textbooks received the lowest possible rating on a 1 (high) to 4 (low) scale and the majority, by and large, received high ratings

While the two reviewers for this category felt the textbooks had many strong points in terms of educational soundness (e.g., excellent illustrations, reproductions, cartoons, maps, graphs, photographs, suggested teacher-learner activities, etc.) and they have included in their excellent and detailed summary reports (pp. 156-158 and 172-175) suggestions for improving eighth grade United States history textbooks which all publishers should consider

2. Scholarship

   a. Three of the textbooks were rated high, three received a relatively high rating and four were considered to be very weak in terms of scholarship

   b. Those textbooks in which a historian plays a leading role usually have a good narrative style, a good chronology and relatively few breaks in the narrative. Those textbooks in which individuals other than historians play a dominant role in developing tend to stress cognate disciplines . . . sometimes ignore chronology, and rely on gimmicks, "attention getters" and pictorials to carry the story along

   c. The pictorial material, maps and charts are abundant and in many books overabundant . . . the charts and diagrams are generally well chosen and appropriate, and do something to alleviate the general dullness of the textual material

3. Readability/Writing Style

   a. Publishers of all of the series reviewed seem to have made an effort to produce textbooks with readability levels suitable for students within the age/grade levels for which the books were written. Some were more successful than others

   b. In at least two textbooks, the use of short sentences and repetitions language resulted in a choppy style that would probably interfere with the reader's comprehension of ideas

   c. Textbooks also varied in their suitability for various groups - slow learning students, average students and advanced students

E. Other World Areas

1. All of the reviewers agreed that the international aspects of our contemporary society are grossly underrepresented in the textbooks reviewed. References to other peoples and nations of the world are weak and frequently present distorted views of those cultures . . . peoples of other areas of the world are portrayed as passive rather than active participants in history
2. Treatment of Asians, Africans, Latin Americans and persons from the Middle East who reside in the United States is either non-existent or fails to discuss the discrimination these peoples have suffered
3. One of the most astonishing findings was the near total absence of content about Canada

CONCLUSIONS

The 1982-83 Michigan Study of Selected Eighth Grade United States History Textbooks is the tenth such study conducted by the Michigan Department of Education (1968-1983).

The six prominent historians who served as viewers in the initial 1968 study found that virtually all of the secondary American history textbooks (12) included in the study were considered to be inadequate in regard to whether or not they accurately and positively portrayed the achievements, accomplishments and contributions of minorities in America. The results of succeeding studies - where the focus varied from one study to another and social studies textbooks used at various school levels were reviewed - tended to support the conclusion that publishers were attempting, with varying degrees of success, to print and sell books which accurately and positively portrayed the history and current state of our pluralistic American society.

The quality of social studies instructional materials has, over the intervening years between the earlier study and this study, in some respects, suffered as publishers responded, sometimes hurriedly, to the concerns of particular groups (Blacks, Hispanics, Women, American Indians, etc.) which felt they had been left out of the textbooks or inaccurately portrayed. Within the report of reviewers in the 1982-83 study there are comments and suggestions to the effect that in their efforts to satisfy, the concerns of various groups, textbook content is sometimes organized and presented in a "fragmented, uninteresting and disjointed manner."

Moreover, while in this study one reviewer (Reviewer #1) concluded that "all of the textbooks accomplished the minimum standard of containing pictures of Blacks and describing the most well known Black Americans," the reviewer and others (8-A, 8-B, 8-C) felt there is a need for publishers to organize and present the story of Blacks, Hispanics, Women and other groups in a more integrated manner throughout the book. Too often, the treatment of Blacks and other minorities is done in an "add-on" fashion and as isolated units of study.

The reviewers in this study who have particular expertise in regard to educational soundness (8A and 8B), scholarship (8C) and readability/writing style (9A and 9B) have described in an excellent, succinct and detailed manner what the strengths and weaknesses of the ten textbooks reviewed are in terms of educational soundness and scholarship.

Finally, it is obvious from what is said by reviewers in this report and the findings of previous reports that there is no such thing as a textbook that is satisfactory in all respects. Nor is it likely that publishers within the forseeable future will develop materials that will be free of deficiencies. Thus, one can conclude that there will continue to be a need for inservice education workshops which will focus on helping school administrators, curriculum directors and teachers learn to compensate for deficiencies and limitations in textbooks.

SUGGESTIONS

Publishers

In regard to the current study, in several instances, textbooks with a more recent copyright date have been released by the publishers whose materials were reviewed and/or newer materials are now being prepared. It is hoped that the weaknesses identified in this study have either been corrected in more recent editions or the findings of this study will be considered when and as new materials are being prepared.

It is suggested that all publishers of social studies materials review and study the specific findings recorded in this report and make appropriate modifications in their textbooks.

Local School District Administrators, Curriculum Directors, Curriculum Committees and Teachers

It is suggested that individuals in local school districts who are responsible for selecting and evaluating social studies instructional materials should:

- study the details of this report and consider the findings as they proceed to evaluate and select social studies instructional materials within their districts
- if they do not already exist, establish and implement procedures for selecting and evaluating social studies materials to determine the degree to which:
    - they accurately and positively portray our pluralistic society
    - they foster the concept of global interdependence and a world perspective
    - they are educationally sound, reflect high quality scholarship and are suitable in terms of readability for the age/grade levels designated by the publishers
    - administrators, curriculum directors and teachers participate in periodic and timely inservice education workshops which focus on selecting and evaluating instructional materials for bias and learning how to compensate for deficiencies

Michigan State Department of Education

It is suggested that the State Board of Education:

- continue to conduct the social studies textbook random sample study on a biennial basis and to broadly distribute the report
- expand upon the study (as stated in existing legislation) to include on a cyclical basis a review of instructional materials in other curricular areas, i.e., language arts/reading, science and fine art, etc. (Appendix H)
- broaden the study to include a category for the aged
- conduct a comprehensive random sample survey of schools and school districts for the purpose of obtaining data on:
    - -- how many districts have established and implemented board of education policy and procedures which are consistent with Section 1173 of the state law for evaluating and selecting social studies and other instructional materials
- prepare and distribute a report of findings and recommendations on such a study to all school district superintendents
- conduct periodic and timely inservice education workshops which focus on selecting and evaluating instructional materials for bias and learning how to compensate for deficiencies for administrators, curriculum directors and teachers

Michigan State Legislature

It is suggested that adequate funds should be appropriated to conduct the studies, and to prepare and distribute the reports.

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APPENDIX A

EDUCATION CODES AND STATE BOARD OF EDUCATION RECOMMENDATIONS

380.1166 CONSTITUTIONS AND GOVERNMENTS; MANDATORY COURSES: COMMENCEMENT OF INSTRUCTION; EXCEPTION (M.S.A. 15.41166)

Sec. 1166. (1) In all public and nonpublic schools in this state regular courses of instruction shall be given in the constitution of the United States, in the constitution of Michigan, and in the history and present form of government in the United States, Michigan, and its political subdivisions. Instruction shall begin not later than the opening of the eighth grade, or its equivalent, except in schools maintaining a junior high school, in which case it may begin in the ninth grade.

(2) A high school in this state which offers 12 grades shall require a 1-semester course of study of 5 periods per week in civics which shall include the form and functions of the federal, state, and local governments and shall stress the rights and responsibilities of citizens. A diploma shall not be issued by a high school to a pupil who has not successfully completed this course. This requirement shall not be applicable as a graduation requirement for a high school pupil who has enlisted or been inducted into military service.

380.1168 CONSUMER ECONOMICS; CURRICULUM GUIDE (M.S.A. 15.41168)

Sec. 1168. The state board shall develop and make available to school districts a recommended curriculum guide including recommended materials for use in schools for teaching consumer economics as a separate course or as parts of other courses.

380.1173 SOCIAL STUDIES; SELECTION AND SURVEY OF INSTRUCTIONAL MATERIALS (M.S.A. 15.41173)

Sec. 1173. (1) The appropriate authorities of a public school of the state shall give special attention and consideration to the degree to which instructional materials that reflect our society, either past or present, including social studies textbooks, reflect the pluralistic, multiracial, and multiethnic nature of our society, past and present. The authorities, consistent with acceptable academic standards and with due consideration for the required ingredients of acceptable instructional materials, shall select instructional materials which accurately and positively portray the varied roles of men and women in our pluralistic society.

(2) The state board shall make a biennial random survey of instructional materials in use in this to determine the progress made in the attainment of these objectives.

380.1174 CULTURE OF ETHNIC, RELIGIOUS, AND RACIAL MINORITIES: CONTRIBUTIONS OF WOMEN; GUIDELINES (M.S.A. 15.41174)

Sec. 1174. (1) The state board may develop guidelines for expanding the existing school curriculum to include materials on the cultures of ethnic, religious, and racial minority peoples, and the contributions of women, as defined by the state board.

(2) Guidelines promulgated pursuant to subsection (1) shall be available for grades K to 12 in every public or nonpublic schools. The guidelines shall include:

(a) History and heritage of ethnic, religious, and racial minorities and of women and their contributions.

(b) Living conditions, beliefs, and customs of ethnic, religious and racial minorities and of women and their contributions.

(c) Problems and prejudices encountered by ethnic, religious, racial minorities and by women.

(d) Word meanings and usage as employed by ethnic, religious, racial minorities and by women.

(e) Culturally related attitudes and behavior of ethnic, religious, racial minorities and women.

State Board Recommendations

Several documents approved by the State Board of Education address matters and contain recommendations specifically related to social studies education in Michigan and are available upon request. Included are:

1) The Common Goals of Michigan Education (1979)

2) The Michigan Essential Skills (1979)

3) Determining Common Goals for Local Schools

4) Position Statement on Multicultural Education (1979)

5) Guidelines for Providing Integrated Education in School Districts (1977) *

6) Guidelines for Global Education (1977)

7) Consumer Economics Education Guidelines (1979)

8) Environmental Education Guidelines (1973)

9) Michigan Life Role Competencies (1978)

10) Bias Review Procedure: A Procedure for Detecting and Documenting Sex, Race and Other Biases in Educational Materials

*Copies available in State Library, State Department of Education and Regional Educational Media Centers for review purposes only

EAST LANSING PUBLIC SCHOOL
BIAS REVIEW CHECKLIST

Reviewed By ______________________ TITLE ______________________

Building ______________________ Publisher ______________________

Date ______________________ Copyright Date ______________________

Groups Subject to Bias	1. Slur	2. Stereotypes					3. Erron. Group Rep.	
		a. occupa-pational role	b. familial	c. person-ality Traits	d. physic. charact./ appear.	e. social	a. Under-represen-tation	b. Segre-gation
A. Age	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight
B. Economic	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
C. Ethnic	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
D. Racial	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
E. Familial	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
F. Handicapped	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
G. Religious	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
H. Sex	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe

APPENDIX B

Part II Specific Comments:

Part III Summary & Conclusions:

Part IV Recommendations for Action

☐ Use as is

☐ Redevelop the materials

☐ Use the materials in ways which will counteract the bias

☐ *Do Not Use Materials*

☐ Other ____________________

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EAST LANSING PUBLIC SCHOOL
BIAS REVIEW CHECKLIST

Reviewed By ______________________ TITLE ______________________

Building ______________________ Publisher ______________________

Date ______________________ Copyright Date ______________________

DEFINITION OF TERMS

I. **BIAS**—Any aspect of instructional materials considered within the larger context in which it appears, which might reasonably be assumed, to create or reinforce in a student:

1. A prejudice against a group of people.
2. A stereotype of a group of people.
3. An erroneous representation or non-representation of a group of people.

II. **BIASING ELEMENTS**

A. *SLUR*—These are words, statements, modifiers, or innuendos—in text or illustrations—which are derogatory, insulting, or disrespectful to a member of any group.
Example—use of the word, "girls", to mean adult women.

B. *STEREOTYPE*—Unjust distinction or differential and unequal treatment made against one person or group in favor of another.

- a. Occupational roles
  Example—female secretaries
- b. Familial roles
  Example—all fathers are breadwinners
- c. Personality traits
  Example—fat people are jolly
- d. Physical characteristics/appearance
  Example—facial features of a group of people depicted the same way
- e. Social
  Example—Southerners are Baptists

III. **ERRONEOUS GROUP REPRESENTATION**

A. Under-representation—refers to the absence of a group when the context suggests it should be present, or to the group being present, but treated as insignificant. Examples—A Home Economics class made up solely for girls.

B. Segregation—refers to describing in words or illustration an artificial separation of one group from another. Example—boys and girls shown in separate gym classes.

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IV. GROUPS SUBJECT TO BIAS

1. *Age*—Misrepresents a person or group based on their age.
2. *Economic*—Separates groups on the basis of occupation, earning power, income, or expectations of future life chances
3. *Ethnic*—Subordinates a person or group because of their values, customs and beliefs ***which are elements of a common heritage.***
4. *Racial*—Subordinates a person or group ***because of their color.***
5. *Familial*—Subordinates all family structures other than the nuclear family (father, mother and children).
6. *Handicapped*—Discriminates against a person or group on the basis of a physical, mental or emotional impairment.
7. *Religious*—Discriminates against a person or group because of their religious beliefs or the absence of them.
8. *Sex*—Subordinates a person or group because of sex; assigns activities and actions determined and limited on the basis of sex.

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APPENDIX B-1

EVALUATION CRITERIA CHECKLIST
(Bilingual)

Title : ______________________
Author : ________________
Publisher: __________
Copyright: ____
Reviewer : __

Following are questions for consideration in the material you are evaluating. They are subdivided into three main categories: content, format, and content bias. (See attached list of working definitions). As you will note, some items may be answered with a check in the appropriate box; others will require a short written response. If some questions do not apply, place an N/A to the left of the questions.

I. CONTENT

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
1. Goals and objectives compatible with those of bilingual education.			
2. Content consistent with bilingual goals.			
a. Ethnic groups language and heritage are highlighted.			
b. Follow-up activities are applicable and/or adaptable to bilingual programs.			
3. Stimulates critical thinking.			
4. Promotes self-evaluation and formulation of own values.			
5. Clarity and conciseness of explanations.			
6. Adaptability to varying levels of student ability.			

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
7. Adaptability to many and varied teaching strategies and modes.			
8. Adaptability to other forms of media and follow-up activities.			
OVERALL FORMAT RATING			
II. CONTENT BIAS 1. Presents more than one viewpoint of issues, events, or problems.			
2. Presents minorities realistically, and does not perpetuate myths.			
3. Presents non-stereotypic models, both in:			
a. Illustrations.			
b. Wording.			

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
4. Facilitates the positive nature of differences; does not imply the inferiority of any culture to another.			
5. Includes the contributions, inventions, or discoveries of minorities.			
6. Includes the contributions, inventions, or discoveries of women.			
7. Presents minorities in a manner that promotes ethnic pride and a positive self-image.			
8. Contents are of literary quality (holds interest, variety of writing styles, non-monotonous).			
9. Increases awareness and understanding of different ethnic groups.			
10. Qualities of one ethnic group are not stressed to the detriment of another.			
11. Does not give the impression that the welfare of one group (or individual) depends on the generosity of another group (or individual).			
12. Presenting the actions of one ethnic group as less sophisticated, less interesting, less challenging than those of another			

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
13. If "heroes" are presented, they are not limited to traditional heroes, but include men and women identified with non-establishment causes.			
14. When leaders are discussed, the totality of their views is presented, and not just their controversial actions.			
15. In dealing with political questions, the book avoids dealing with the situation exclusively from the perspective of the dominant culture or the establishment.			
16. The issues of oppression, exploitation, alienation, domination or colonization are included.			
17. In the relationship of encounters and clashes of cultures, the book reflects impartiality.			
a. It shows who actually dominates and why.			
b. It shows to whose advantage power is used.			
c. It shows who benefits and why.			
18. The acquisition of another culture is seen not as a replacement but as simultaneous enculturation.			
OVERALL BIAS FREE CONTENT RATING			

III. Please use this space for any general comments about strengths and weaknesses of the material, and your overall impressions of the material.

GIFTED & TALENTED REVIEW CHECKLIST

Title____Reviewed by________________

Publisher____________________________________Copyright Date________________

	Evident throughout	Somewhat evident	Scarcely or not evident
1. The textbook is educationally sound in that it:			
- encourages higher level thinking skills; application, analysis, synthesis, evaluation by encouraging student inquiry, decision making, problem solving, etc.			
- contains diversified bibliography. Resources for students include books, audio-visuals, and non-text sources for more advanced learners.			
- suggests for further study a variety of activities and encourages students to use the methods of a social scientist in their investigations.			

	Evident throughout	Somewhat evident	Scarcely or not evident
- encourages discussion by the text format. Open-ended questions are suggested.			
- presents vital issues from differing viewpoints.			
- cites primary sources.			
- avoids over-simplification of complex matters.			
- presents the ethical and moral dimensions of questions.			
- includes humor in the text through satire, political cartoons, etc.			
2. The teacher's manual provides suggestions to accommodate varying abilities and learning styles of the students.			

	Evident throughout	Somewhat evident	Scarcely or not evident
- The organization of the guide makes it easy for teachers to locate ideas for advanced and independent learners.			
- The manual offers some additional questions for discussion which emphasize higher level thinking skills.			
- The manual includes suggestions to accommodate a variety of learning styles; i.e., - classroom management strategies to facilitate simultaneous individual and small group work. - suggestions for projects that may involve written, oral and/or a final project as methods of reporting.			

	Evident throughout	Somewhat evident	Scarcely or not evident
- The manual provides a comprehensive bibliography which may include: student resources, audio-visual aids, texts, general teacher resource books, free and inexpensive material guides, community resources, and unusual resources on specific topics.			

APPENDIX B-3

Reviewer #________

EVALUATIVE CRITERIA CHECKLIST

Educational Soundness

Title________________________
Publisher________________________
Copyright________________________

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	Comments
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research				
- The presentations are historically accurate				
- The textbook is up-to-date				
- The textbook treats controversial issues fairly				
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended				
- The textbook encourages inquiry				
- The textbook encourages decision-making				
- The textbook encourages independent study and investigation				
- The textbook encourages group work in its suggested activities				

TITLE ______________________
PUBLISHER ______________________
COPYRIGHT ______________________

TEXT BOOK ANALYSIS

	Evident Throughout	Somewhat Evident	Not Evident		Comments
1.0	**LINGUISTIC FACTORS:**				
1.1	______	______	______	Generally appropriate to intended grade level(s) according to ______________ formula	______________
1.2	______	______	______	Linguistic patterns suitable to most populations and fit intended level(s)	______________
1.3	______	______	______	Vocabulary choice and control suitable	______________
1.4	______	______	______	New vocabulary highlighted, italicized, in boldface or underlined	______________
1.5	______	______	______	New vocabulary, defined in context	______________
1.6	______	______	______	New vocabulary defined in margin guides, glossary, beginning or end of chapter	______________
2.0	**CONCEPTUAL FACTORS**				
2.1	______	______	______	Conceptual level generally appropriate to intended grade level(s)	______________
2.2	______	______	______	Concepts presented deductively	______________
2.3	______	______	______	Concepts presented inductively	______________
2.4	______	______	______	Major ideas are highlighted, italicized, in boldface type or underlined	______________
2.5	______	______	______	Appropriate assumptions made regarding prior level of concepts	______________
2.6	______	______	______	Sufficient development of new concepts through examples, illustrations, analogies, redundancy	______________
2.7	______	______	______	No evidence of sexual, racial, economic cultural or political bias	______________
3.0	**ORGANIZATIONAL FACTORS**				
3.1	______	______	______	Units, chapters, table of contents, index present clear, logical development of subject	______________
3.2	______	______	______	Chapters or instructional segments contain headings and sub-headings that aid comprehension of subject	______________
3.3	______	______	______	Introductory, definitional, illustrative, summary paragraphs/sections used as necessary	______________
3.4	______	______	______	Topic sentences of paragraphs clearly identifiable or easily inferred	______________
3.5	______	______	______	Each chapter/section/unit contains a well-written summary and/or overview	______________

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TEXT BOOK ANALYSIS

4.0 WRITING STYLE

4.1 ________ ________ ________ Ideas are expressed clearly and directly ____
4.2 ________ ________ ________ Word choice is appropriate ____
4.3 ________ ________ ________ Tone and manner of expression are appealing to intended readers ____
4.4 ________ ________ ________ Mechanics are correct ____

5.0 LEARNING AIDS

5.1 ________ ________ ________ Question/tasks appropriate to conceptual development of intended age/grade level(s) ____
5.2 ________ ________ ________ Questions/tasks span levels of reasoning: literal, interpretive, critical, values clarification, problem-solving ____
5.3 ________ ________ ________ Questions/tasks can be used as reading guides ____
5.4 ________ ________ ________ Suitable supplementary readings suggested ____

6.0 TEACHING AIDS

6.1 ________ ________ ________ Clear, convenient to use ____
6.2 ________ ________ ________ Helpful ideas for conceptual development ____
6.3 ________ ________ ________ Alternative instructional suggestions given for poor readers, slow learning students, advanced students ____
6.4 ________ ________ ________ Contains objectives, management plans, evaluation guidelines, tests of satisfactory quality ____
6.5 ________ ________ ________ Supplementary aids available ____

7.0 BINDING/PRINTING/FORMAT/ILLUSTRATIONS

7.1 ________ ________ ________ Size of book is appropriate ____
7.2 ________ ________ ________ Cover, binding and paper are appropriate ____
7.3 ________ ________ ________ Type-face is appropriate ____
7.4 ________ ________ ________ Format is appropriate ____
7.5 ________ ________ ________ Pictures, charts, graphs are appealing ____
7.6 ________ ________ ________ Illustrations aid comprehension of text ____
7.7 ________ ________ ________ Illustrations are free of sexual, social, cultural bias ____

EVALUATIVE CRITERIA
(Area Studies)
(all areas except Canada)

Title: ____________
Publisher: ____________
Copyright: ____________
Reviewer: ____________

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.				
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.				

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context				
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions				
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied				
B. The facts are accurate and up-to-date and not presented in misleading ways				

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. The charts, maps, and illustrations are up-to-date				
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided				
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment				

EVALUATIVE CRITERIA
(Canada)

Title____________________
Publisher____________________
Copyright____________________
Reviewer____________________

	Yes	No	Not Applicable	Comments
1. In general, the text makes clear that Canada is not a duplication or extension of the United States				
2. If the book treats the settlement of Quebec, it also refers to the settlement of the rest of Canada				
3. The book makes clear that Canada is a bicultural society:				
a. Canada has two official languages--English and French				
b. Institutions differ in Quebec and the other provinces				
4. Canada has been a refuge for Americans:				
a. Loyalists in the Revolution				
b. Slaves from the South				
c. Draft resisters				

	Yes	No	Not Applicable	Comments
5. The book describes migration of Canadians to the U.S.:				
a. Quebeckers to New England				
b. Acadians (Cajuns) to Louisiana				
c. Second largest source of immigrants to U.S. during much of the 20th century				
6. If the book mentions the burning of Washington in the War of 1812 it describes it as retaliation for Americans burning of York (Toronto)				
7. Modern maps of Canada identify the provinces and territories of Canada				
8. If the book discusses modern American foreign trade, it describes the major two-way commerce between the U.S. and Canada. (Canada is the best U.S. customer and vice versa)				

	Yes	No	Not Applicable	Comments
9. If the book deals with American diplomacy, it acknowledges the unique relationship of the U.S. and Canada:				
a. Peaceful settlement of problems				
b. Long, undefended border				
c. Mutual defense program				
d. Easy movement of citizens across borders				
e. Cooperative ventures such as IJC and AutoPact				
f. Existence of serious problems:				
(1) fishing rights				
(2) acid rain				
(3) cross-national investments				
10. Canada has been a special friend:				
a. Increase of oil sales during Arab embargo				
b. Help in escape of Americans from Iran				

APPENDIX C

PROFILE OF TEACHER EVALUATORS

During the Winter, 1981 semester at The University of Michigan-Dearborn, Professor Grace Kachaturoff conducted a graduate level course in education entitled Education H-500: Ethnic Diversity and Education. This course is classified as a "core" course and is required of all Master of Arts in Education degree program students although a few of the students were post-degree students.

Twenty-nine students were enrolled in the course; four of the students were full-time students, and the remainder were part-time students.

Seventeen of the students held elementary certification, six held secondary certification, four were certified in both areas, and two were not certified teachers.

Three students were employed in pre-school settings, five in grades K-3, five in grades 4-6, four in grades 7-9, one in grades 10-12, and four were substitute teachers in grades K-9. Five of the students were on sabbatical or personal leaves, and therefore, not currently teaching. Two of the students were working on certification full time.

The majority of students, fourteen, worked in suburban schools, seven in inner city schools, and one in a rural school. Eight students were employed in private schools, six of these individuals were teaching in parochial schools. The school districts represented were Brighton, Dearborn, Detroit, Lincoln Park, Livonia, Novi, Southgate, Walled Lake, and Westwood. The student's certification dates ranged from 1953 to 1979, with the mean date being 1972 and the median date 1975. The average number of years of teaching experience was six, with a range of one to eighteen years.

Twenty-seven of the students were female, and two were male. The majority of the students were in the 26-30 age range, with four being within the 20-25 years of age and four classified in the 41 years of age or older group. The class did represent a fairly wide cross-section of teachers from the Detroit Metropolitan area.

The major topics in the course outline included an introduction to cultural pluralism and temporary schools; historical, political, social and psychological background of cultural pluralism; and appropriate curriculum for enhancing the concept of cultural pluralism. Guest speakers were invited to share their expertise and experiences with the students in various related areas of concern:

a. John M. Chapman
   Social Studies Specialist
   Michigan Department of Education
   "Overview of Michigan Textbook Study" and
   "The Black Experience in U.S. History Textbooks"

b. Marylee Crofts Wiley
   African Studies Center
   Michigan State University
   "Treatment of International Area Studies in
   Textbooks"

c. Roslynn McCoy
   Wayne-Westland Public Schools
   "Treatment of American Indians in Textbooks"

d. JoAnne S. Wolff
   Sex Equity Specialist
   Michigan Department of Education
   "Sex Equity and Textbooks"

e. Jaime de la Isla
   Bi-Lingual Education
   Detroit Public Schools
   "Treatment of Hispanics in Textbooks"

f. Barbara Aswad
   Anthropologist
   Wayne State University
   "Treatment of the Middle East and the
   Arabic Peoples in Textbooks"

The following textbooks as well as other reading materials were assigned to the students:

Klassen, Frank H. and Gollnick, Donna M. (Editors) Pluralism and the American Teacher: Issues and Case Studies. Ethnic Heritage Center for Teacher Education of the American Association of Colleges for Teacher Education, 1977.

Simms, Richard L. and Contreras, Gloria. (Editors) Racism & Sexism. NCSS Bulletin 61, 1980.

Patton, William E. (Editor) Improving the Use of Social Studies Textbooks. NCSS Bulletin 60, 1980.

The major class assignment involved dividing the class into groups of three (except for one group of two individuals) to review the eighth grade level United States history textbooks selected by the Michigan Department of Education as a part of the biennial textbook study. Each group examined, analyzed, and wrote a review for the assigned textbook. This marked the first time that the Michigan Department of Education and a group of teachers have worked together to evaluate textbooks for the textbook study.

The class sessions provided a substantial amount of information and resources, insights, and techniques to complete the major assignment. The students were involved in analyzing textbooks for distortions, omissions, biases, stereotypes and educational soundness.

The experience, from the viewpoint of the teachers involved, was highly successful. They reported an increase in the ability to recognize bias in a variety of forms, many quite subtle. They, furthermore, reported that the experience sharpened their awareness for the need of historical accuracy. The students were also aware of the need to be able to select supplementary instructional materials to compensate for the biases, stereotypes and omissions existing in most textbooks. They felt it was important to invovle their own students in identifying and correcting biases and other deficiencies found in textbooks currently in use in their own classrooms. Of equal importance was the recognition of the extensive process involved in textbook evaluation and selection, and the need for awareness and training for the task. They also mentioned that, as a result of the course, they appreciated more than they would have otherwise the need for teachers to be involved in inservice education activities which focus on the development of skills needed to effectively evaluate textbooks for bias and compensate for deficiencies.

The involvement between the Michigan Department of Education and the class was unique. It was certainly a profitable one for the students and would undoubtedly be so for the students of the teachers involved.

Teresa A. Walsh
Grace Kachaturoff
Division of Education
University of Michigan-
Dearborn

APPENDIX D

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
Lansing, Michigan 48909

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Superintendent
of Public Instruction

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SILVERENIA Q. KANOYTON
ANNETTA MILLER
DR. EDMUND F. VANDETTE

Governor
WILLIAM G. MILLIKEN
Ex-Officio

Dear

The Michigan State Board of Education is obligated by law to make a biennial random survey of instructional materials in use in this state to determine the degree to which such materials reflect our pluralistic society (see attached excerpt from the General School Laws). Plans are being made to conduct a survey of selected social studies materials used at the seventh and eighth grade level.

A primary sample of 24 schools plus an alternate sample of equal size has been selected in a stratified systemmatic manner to reflect the various geographic areas as well as community types (urban, fringes, suburban, and rural) in Michigan. Your school is included in the sample.

I would appreciate receiving from you, at your earliest convenience, a listing of the social studies textbooks used at the seventh and eighth grade levels. (A blank form and envelope has been enclosed for this purpose.) Based on the information received from those schools included in the survey, a yet to be determined number of textbooks will be examined by an outside panel of reviewers, and a written report will be prepared and released to the public in early 1982.

Thank you for your assistance and cooperation in this matter.

Sincerely,

John M Chapman

John M. Chapman, Ph.D.
Social Studies Specialist

enclosure

cc: Teressa Staten

BEST COPY AVAILABLE

School:____

Principal:_____________________________________

Social Studies Textbooks Used at the Seventh and Eighth Grade Levels:

Title:______________________________

Publisher:__________________________

Copyright Date:_____________________

APPENDIX E

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

PHILLIP E. RUNKEL
Superintendent
of Public Instruction

STATE BOARD OF EDUCATION
BARBARA ROBERTS MASON
President
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JOHN WATANEN, JR.
NASBE Delegate
SILVERENIA Q. KANOYTON
ANNETTA MILLER
DR. EDMUND F. VANDETTE

Governor
WILLIAM G. MILLIKEN
Ex-Officio

December 26, 1980

MEMORANDUM

TO: Publishers' of Instructional Materials Included in the 1980-81 Michigan Social Studies Textbook Study

FROM: Dr. John M. Chapman, Social Studies Specialist

SUBJECT: Request for Materials/January 16, 1981 Meeting

In regard to the 1980-81 Michigan Social Studies Textbook Study, the Department Social Studies Textbook Study Steering Committee recommended to increase the number of categories to review and the number of reviewers. Thus, I would appreciate receiving twenty-four rather than twelve copies of your most recently published grade eight American history textbook and accompanying teachers' manual.

I would appreciate receiving the materials not later than January 15. I am aware that your most recent publication may be somewhat dated; however, our survey indicates that material currently being used in schools have copyright dates which extend from 1955 through 1980.

It is intended that the results of our study will provide information which can be utilized by publishers in future planning and development of improved instructional materials; and which can be used by the Michigan Department of Education staff and appropriate others within the state to provide inservice education activities designed to help teachers and school officials evaluate and select instructional materials which adequately and positively portray our pluralistic society.

A second meeting has been scheduled for January 16 to provide instructions and materials to reviewers. I am extending an invitation to publishers of instructional materials being reviewed to attend the final portion of that meeting for the purpose of providing written or oral comments on what their companies have attempted to do to strengthen their materials in that they accurately and positively represent the various elements of our society.

Finally, I have enclosed a copy of the 1978-79 Social Studies Textbook Study. Please note that, in general, the 1980-81 study will be of a similar format. (enclosure being sent to salesperson)

I look forward to word from you in regard to this matter and wish to express my appreciation for your support and cooperation. Please call my secretary (Deanna Olson at 517-373-1484) or myself if you have questions.

enclosure

cc: Teressa Staten

APPENDIX F

Guidelines for Reviewers: 1980-81 Social Studies and Other Instructional Materials Study

1. Categories Being Reviewed

(a) Blacks
(b) American Indians
(c) Sex Bias
(d) Hispanics
(e) Bilingual
(f) Gifted and Talented
(g) Handicapped
(h) Scholarship/Educational Soundness
(i) History
(j) Readibility/Writing Style

Other Areas of the World

(k) Africa
(l) Eastern Europe and Russia
(m) Middle East
(n) Asia
(o) Latin America
(p) Canada

2. Narrative Review Reports

- The length of the reviews is very important. It would not be fair for some books to receive reviews either very much longer or very much briefer than others in the report. Thus, each review should be not more than two single-spaced typewritten pages in length. The only exceptions will be where there has been an explicit agreement between reviewers for a particular "category" and myself (JMC).

- Ten "camera-ready" narrative reports should be submitted directly to my office not later than April 30, 1981.

- Each of the ten programs you review should be reviewed separately. Do not combine your reviews of the four programs into one. Do not make comparative and/or contrasting analyses between the program.

- Style of review - other than the length restriction, you are free to develop the review in a way you feel is appropriate. It is our intention to print what you submit in the final report, by and large, exactly as it is submitted to us. For this reason, please proofread your work and, if necessary, have a colleague review the materials before it is submitted to us.

3. Evaluative Criteria Checklists

Evaluative criteria checklists are being given to you. Complete one set of criteria for each textbook and attach it to the appropriate narrative report. You should make it a point to include in the comments section specific instances of situations that you feel need highlighting and which support the views expressed in your narrative reports. The checklists being submitted should be typed and camera-ready.

4. Summary of Findings and Recommendations

You are expected to complete and submit a camera-ready two-page single-space typed summary of your findings and recommendations. This should be similar in style and format to pages 88-89, Volume I of the 1978-79 Michigan Social Studies Textbook Review; and, will refer to your overall thoughts in regard to all programs reviewed. This summary will be general in nature.

5. Section 1173 of the Michigan School Code of 1976, A Policy and Position Statement on Multicultural Education and Global Education Guidelines

Unlike some states such as Texas, California, North Carolina and Florida, Michigan does not have a state mandated textbook adoption law. Rather, choice of curriculum and textbook selection is a local school district responsibility. However, the basis for selecting and evaluating instructional materials to insure that they accurately and positively portray the pluralistic interdependent nature of our global society is found in:

(a) Section 1173 of the Michigan School Code of 1976;

(b) A Policy and Position Statement on Multicultural Education; and,

(c) Michigan Global Education Guidelines. (all enclosed)

6. Materials to Review

	Title	Publisher	Copyright Date
(a)	American History for Today	Ginn and Company	1977
(b)	America, Its People and Its Values	Harcourt, Brace and Jovanovich	1979
(c)	We the People	D.C. Heath	1977
(d)	The American Way	Holt, Rinehart and Winston	1979
(e)	This is America's Story	Houghton-Mifflin Company (delayed until mid-February)	1981
(f)	Two Centuries of Progress	Laidlaw Brothers	1977
(g)	The Free and the Brave	Rand, McNally and Company	1980
(h)	American Adventure Series	Scholastic Inc.	1977
(i)	America, America	Scott, Foresman	1977
(j)	Let Freedom Ring	Silver Burdette	1977

Please package your reviews in the sequence listed above and number your pages in pencil on the reverse side.

7. Accompanying Materials and Related Matters

A thorough examination of the student textbook should give you the overall tone of what the book is about. Feel free to critique the accompanying materials, i.e. teacher's guide, skills materials, et cetera.

Please note that the design for this year's study does not include a request for the reviewer to assign a rating to the books under scrutiny, i.e., excellent, good, average, poor, very poor.

A commentary on each category being reviewed will be prepared by the respective Department Steering Committee members.

Either the Rationale statements in Volume I of the 1978-79 Study will be used or ones similar in nature. These will be written by steering committee members. (The Rationale may be folded into the commentary statements.)

However, if you feel that the book deserves a rating of some sort, please feel free to indicate it. In such instances, you should definitely include on your criteria listing evidence for your general comments.

Also, in this regard there is often a general tendency for reviews to be extremely negative or excessively complimentary in nature. Where appropriate, please include positive comments.

8. 1978-79 Michigan Social Studies Textbook Study

A special presentation will be made at the Michigan Council for the Social Studies Conference on February 26, 1981. A general overview of the 1978-79 Study (Findings and Recommendations) will be made and representatives of the four publishers will be given an opportunity to respond.

Individuals who served as reviewers for the 1978-79 Study and those serving as reviewers for the 1980-81 Study are welcome to attend. Pre-conference registration is required.

APPENDIX G

A BIBLIOGRAPHY ON TEXTBOOK EVALUATION

Today, there is a growing concern about textbooks. There is an attempt to eliminate sexism, racism, and other anti-human biases from learning materials. Certainly, students must be provided with an honest and unbiased account of our historical beginnings and an open, impartial, and complete presentation of contemporary problems and issues. Students must become aware of the strengths of a pluralistic society; only then can people of diverse origins and conditions co-exist with cultural and human integrity in our society and world community.

The teacher is the key factor in determining which instructional materials are to be used and how they are to be used. A perceptive teacher will find many opportunities to help students develop an understanding and an appreciation of the diversity in our society and the world community. Teachers should become acquainted with the process of review which will aid them in evaluating, selecting, and/or modifying learning materials in order to present a more honest, unbiased, and accurate story of humankind.

Teachers who are concerned about the quality of textbooks which they are using or selecting can secure a number of publications which help them determine the degree to which the learning materials are neglecting or distorting the nature and problems of minority groups. Also publications dealing with how to correct biased and stereotypical learning materials are available.

1. COUNCIL ON INTERRACIAL BOOKS FOR CHILDREN, INC.

The Council on Interracial Books for Children, Inc. has published two titles which present excellent guidelines to evaluate learning materials for possible bias, neglect, and distortions. One of the basic purposes of the Council is to promote the concept of cultural pluralism. In stressing this purpose vital to the health and survival of a democratic society, the Council supports programs which aid educators and parents in the evaluation and selection of learning materials which are "free of sexist, racist, ageist, or handicapist bias."

A. BOOKS

1) Guidelines for Selecting Bias-Free Textbooks and Storybooks

This publication includes an article entitled "Bias in Children's Storybooks" which emphasizes the need for children's literature to promote consciously human values that will lead to greater human liberation and the concept of cultural pluralism. A story book rating instrument is also provided for evaluating new books or for re-evaluating old books.

Another article presents, in a very concise and straightforward manner, "Ten Quick Ways to Analyze Children's Books for Sexism and Racism." An educator, who has never been involved in the evaluation of learning materials and storybooks, will find the ten guidelines an excellent introductory aid in developing a process for evaluating learning materials. Bias, sexism, and racism are considered as well as handicapism and ageism. A number of checklists for evaluation of learning materials for dictionaries, math textbooks, bilingual textbooks, history textbooks, and other areas of concern are included.

2) Stereotypes, Distortions and Omissions in U.S. History Textbooks

This publication can be very useful and beneficial in helping teachers gain insights in textbook evaluation--providing illustrations of racist and sexist stereotypes, distortions, and omissions; suggesting alternative ways of viewing past and present events; evaluation checklists; and an extensive bibliography for further research and study.

3) Minorities in Textbooks: A Study of Their Treatment in Social Studies Texts by Michael B. Kane

This book discusses the treatment of Jews and minorities under Nazism, as well as, Black Americans and other minorities in America. Even though the book was copyrighted in 1970, it is still valuable for developing understandings and insights relative to social studies textbooks evaluation and selection.

B. FILMSTRIPS

1) Identifying Sexism and Racism in Children's Books
2) Winning "Justice For All"
3) The Secret of Goodasme
4) An Equal Chance
5) Fighting Discrimination
6) From Racism To Pluralism
7) Understanding Institutional Racism
8) Unlearning "Indian" Stereotypes
9) Unlearning Asian American Stereotypes

C. PAMPHLETS

1) 10 Quick Ways to Analyze Children's Books for Racism and Sexism
2) Test Your Textbooks
3) Little Black Sambo: A Closer Look
4) Two History Texts: A Study in Contrast
5) Racism in the English Language

The Council on Interracial Books for Children also publishes a BULLETIN (Interracial Books for Children Bulletin) which regularly reports on the content value of children's books. The BULLETIN is issued eight times a year and subscriptions may be ordered through the Council. Specific teaching strategies and techniques to correct racist and sexist stereotypes and articles on controversies and activities about discrimination and education are generally included in each issue.

Council on Interracial Books for Children
Racism/Sexism Resource Center for Educators
1841 Broadway
New York, New York 10023

2. MICHIGAN DEPARTMENT OF EDUCATION

The Michigan Department of Education has conducted social studies textbook studies since 1968 to determine the degree to which instructional materials reflect the pluralistic, multiracial, and multiethnic nature of our society, past and present. The results of each study have been published and distributed.

a. A Report on the Treatment of Minorities in American History Textbooks July, 1968

b. A Second Report on the Treatment of Minorities in American History Textbooks April, 1971

c. Early Elementary, Level Social Studies Textbooks: A Report in Regards to Their Treatment of Minorities January, 1972

d. A Study of Elementary and Secondary Social Studies Textbooks: Part I: The Textbook Report 1973

e. A Study of Elementary and Secondary Social Studies Textbooks: Part II: The Textbook Reviews 1973

f. 1974 Michigan Social Studies Textbook Study 1974

g. 1976 Michigan Social Studies Textbook Study: A Study of Senior High School Government Textbooks 1976

h. 1977 Michigan Social Studies Study: A Study of Secondary American History Textbooks 1977

i. 1978-79 Michigan Social Studies Textbook Study Volume I and II., 1980 (Elementary Social Studies Textbooks)

3. AREA STUDIES

a. The Asia Society Education Program
112 East 64th Street
New York, New York 10021

b. The African American Institute
833 United Nations Plaza
New York, New York 10017

c. Middle East Studies Association of North America, Inc.
Headquarters and Secretariat
New York University
Hagop Kevorkian Center for Near Eastern Studies
50 Washington Square South
New York, New York 10003

4. EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Another excellent and valuable source for information is the Educational Resources Information Center (ERIC). The following descriptors ought to be checked by individuals and committees who wish information in evaluating and selecting textbooks:

- Textbook Bias
- Textbook Content
- Textbook Evaluation
- Textbook Preparation
- Textbook Publication
- Textbook Research
- Textbooks
- Textbook Selection
- Textbook Standards

5. NATIONAL COUNCIL FOR THE SOCIAL STUDIES

The National Council for the Social Studies is the professional association of social studies educators and scholars at the elementary, secondary, community college, and university level. The National Council for the Social Studies, in its various publications, has fosuced on social studies textbooks--selection and evaluation. Bibliographies are available which will prove helpful to those interested in such articles. The publications are available through the National Council for the Social Studies and include those published within the last ten years.

National Council for the Social Studies
3615 Wisconsin, N.W.
Washington, D.C. 20016

6. EDUCATIONAL PRODUCTS INFORMATION EXCHANGE INSTITUTE (EPIE)

The Educational Products Information Exchange Institute (EPIE) is still another source for information about textbooks. Reports are issued from the Institute and a number of titles are directly concerned with textbook evaluation and selection.

Analyses of Materials for Developers of Intstructional Materials	EPIE Report Number 85m
Criteria for Reviewing Educational Products Product I: NIE Products on Instructional Materials Selection	EPIE Report Number 80
Selector's Guide for Elementary School Social Studies Program	EPIE Report Number 84m

P.O. BOX 620
Stony Brook, New York 11790

7. MISCELLANEOUS SOURCES

In 1975 the National Education Association published a pamphlet entitled, "Checklist for Selecting and Evaluating U.S. Education Textbooks."

The Anti-Defamation League of B'nai B'rith published Lloyd Marcus' The Treatment of Minorities in Secondary School Textbooks (1970).

Taking Sexism Out of Education: The National Project on Women in Education is a publication of the United States Department of Health, Education and Welfare. This publication not only assesses current practices in sex role stereotyping but also suggests many plans for change.

Grace Kachaturoff
Division of Education
University of Michigan-
Dearborn

APPENDIX H

Suggested Schedule and Scope for Future Instructional Materials Review

1984-85	1986-87	1988-89	1990-91
Social Studies (Senior High School)	Social Studies (Elementary School)	Social Studies (Middle School)	Social Studies (Senior High School)
Reading (Elementary School)	Science (Senior High School)	Mathematics (Middle School)	Language Arts (Senior High School)

Previous Studies

1968	Twelve High School History Textbooks
1971	Twelve High School History Textbooks
1972	Eight Social Studies Textbooks (Elementary)
1973	Twenty-Five Social Studies Textbooks (Elementary, Junior High and Secondary)
1974	Eighteen Social Studies Textbooks (Elementary and Secondary
1975	Ten Civics Textbooks (Junior High)
1976	Twelve American Government (Secondary)
1977	Four United States History Textbooks (Secondary - 4 that were in the original 1968 Study)
1978-79	Six Social Studies Textbooks (Elementary)
1982-83	Ten United States History Textbooks (Eighth Grade)

APPENDIX I

1982-83 SOCIAL STUDIES TEXTBOOK REVIEW

STEERING COMMITTEE

John Chapman
Chairperson
Instructional Specialist
Program

Antonio Flores
Hispanic Education

Lester Gemmill
Indian Education Coordinator

Gloria Gordon
Office of School and
Community Affairs

Jo Jacobs
Sex Equity

Kevin Magin
Special Education Services

Nancy Mincemoyer
Instructional Specialist
Program

Claudette Nelson
Student Support Program

Laurencio Pena
Bilingual Education Program

Nancy Wing
Office of School and
Community Affairs

JoAnne Wolff
Sex Equity

APPENDIX J

1982-83 MICHIGAN SOCIAL STUDIES TEXTBOOK REVIEW

Area of Review

Blacks

Ms. Rossi R. Taylor
Lansing Schools

Hispanics

Dr. Juan Garcia
University of Michigan-Flint

American Indians

Ms. Betty Comas
Kalamazoo, Michigan

Handicapped

Ms. Pam Wilson
Lansing, Michigan

Women

Ms. Alice Foote
Kalamazoo, Michigan

Bilingual

Ms. Elba Berlin
Hamtramck Schools

Gifted and Talented

Mr. John E. Markiewicz
Livonia Schools

Reading

Dr. Lois A. Bader
Michigan State University

Ms. Marilyn Washington
Lansing

Assisted by:

Mr. Turrell Henkelman
Michigan State University

Ms. Joan Newman
Michigan State University

Ms. Kathleen Roth
Michigan State University

Educational Soundness

Dr. Grace Kachaturoff
University of Michigan-Dearborn

Dr. Jean Fair
Professor Emeritus
Wayne State University

History (Scholarship)

Dr. Lawrence Rakestraw
Michigan Technological University

Area Studies

Africa -- Ms. Marylee Wiley
Michigan State University

Canada -- Dr. Victor Howard
Michigan State University

and

Dr. Macel Ezell
Michigan State University

Eastern Europe and
the Soviet Union -- Mr. Robert Donnorummo
University of Pittsburgh

Latin
America -- Mr. Alan Adelman
University of Pittsburgh

Middle
East -- Ms. Sheila Scoville
University of Arizona

Asia -- Dr. David Grossman
Stanford University

and

Mr. Michael Chang
Stanford University

Mr. Robert Huey
Stanford University

Mr. Steve Thorpe
Stanford University

Ms. Tuckie Yirchott
Stanford University

APPENDIX K

1982-83 MICHIGAN SOCIAL STUDIES TEXTBOOK REVIEW

Teacher Reviewers

(University of Michigan-Dearborn)

Mary Ann Arendt
Detroit, Michigan

Sheryl Armour
Dearborn, Michigan

Marion H. Boyett
Inkster, Michigan

Marjorie Bundy
Livonia, Michigan

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Betsy Crawford
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Claudia Doughty
Allen Park, Michigan

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Daniel Edwards
Berkley, Michigan

Janet Edwards
Berkley, Michigan

Jeanette Fleming
Taylor, Michigan

Barbara Hecmanczuk
Garden City, Michigan

Christy Hogan
Farmington Hills, Michigan

Kathleen Klaus
Westland, Michigan

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Livonia, Michigan

Diane Beauchamp Laird
Warren, Michigan

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Garden City, Michigan

Mary Joan McElwee
Redford, Michigan

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Farmington Hills, Michigan

Paula M. Miklaski
Detroit, Michigan

Maggie Moore
Pinckney, Michigan

Mary Nicholls
Allen Park, Michigan

Dorothy Revak
Lincoln Park, Michigan

Shirley Richardson
River Rouge, Michigan

Elaine Sheaffer
Dearborn, Michigan

Judy Smith
Detroit, Michigan

Patricia Steventon
Royal Oak, Michigan

Teresa Walsh
Dearborn Heights, Michigan

1982-83 MICHIGAN SOCIAL STUDIES TEXTBOOK REPORT: A STUDY OF SELECTED EIGHTH GRADE UNITED STATES HISTORY TEXTBOOKS

Published by

The Michigan State Board of Education

* * * *

Barbara Ort-Smith
Associate Superintendent
Bureau of Educational Services

Muriel M. VanPatten
Director
School Program Services

Paula Tissot
Supervisor
Instructional Specialist Program

Edited By:
John M. Chapman
Social Studies Specialist

Typist:
Deanna Darmogray

January, 1984

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.